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ABSTRACT

This supplement is designed to provide motivational ideas for teaching the competencies in the curriculum guide, D.E. II--Course of Study (see note). Effort is made to provide ideas for teaching specific objectives for which there was not already a method recommended. Many of the suggested activities are ready to duplicate, trace, or implement with a few simple procedures or materials. Others may be adapted for another unit or other material. Information provided for each activity includes unit name, unit number, section letter, objective(s) number, name of activity, and directions and materials needed. These types of activities are provided: bulletin boards, puzzles, mobiles, transparency masters, review activities, posters, games, handouts, role playing, and case studies. Unit titles are (1) Introduction to Distributive Occupations; (2) DECA; (3) Handling Money; (4) Shoplifting Prevention; (5) Communication; (6) Human Relations; (7) Pre-Approach, Approach, Determining Need (selling aproaches); (8) Presentation; (9) Overcoming Objections, Close, Suggestion, Selling, and Reassurance; (10) Display; (11) Advertising Media; (12) Advertising Layout; (13) Merchandising; (14) Store Organization; and (15) Economics of Free Enterprise. Answers to puzzles are appended. (YLB)

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SUPPLEMENT FOR TEACHING DISTRIBUTIVE EDUCATION II: COURSE OF STUDY

Developed as a Joint Effort Between
Oklahoma State University
Under the Leadership of
Frank Nelson

and

State Department of Vocational and Technical Education
Under the Leadership of
Joyce Sawatzky
for
The Division of Distributive Education
John Friedemann, (Acting) State Supervisor

CE 028 247

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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1980

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Curriculum and Instructional Materials Center

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INTRODUCTION

This publication is designed to provide creative, motivational ideas for teaching the competencies in the D.E. II - Course of Study, published by the Oklahoma Curriculum and Instructional Materials Center. The D.E. II - Course of Study, includes complete units of instruction for first year cooperative programs. The curriculum guide already includes many written assignments, transparency masters, and suggested activities. This supplement will provide a catalyst for additional ways to teach the comprehensive subject material. Special effort was made to provide ideas for teaching the specific objectives for which there was not already a method recommended. In other words, a teacher should be able to take the information and suggestions included in the curriculum guide and the teaching ideas correlated with the specific objectives in this publication and be able to improve upon his/her classroom teaching methods. The teacher should be able to present information visually and to provide "doing" activities for the students. These approaches apply the educational learning theories of repetition, competition, and association to D.E. content in a fun and exciting way.

The activities provided in this publication were developed and validated by several Oklahoma D.E. Teacher-Coordinators. The teacher-coordinators, the real developers of this project, include the following:

UNIT NAMES	CONTRIBUTOR	SCHOOL
"Introduction to Distributive Occupations"	Ms. Shelby Garrison	Western Heights H.S., Oklahoma City
"DECA"	Mr. Cliff Anderson	Yukon High School
"Job Interview" "Handling Money"	Mr. Neal Castle, D.E. Major	Central State University
"Shoplifting Prevention"	Ms. Diane Bull	Moore High School
"Communications"	Ms. Frances Hendrix	U.S. Grant High School, Oklahoma City
"Human Relations"	Ms. Donna Wells	Broken Arrow High School
"Display"	Mr. Harvey Brooks	C.E. Donart High School, Stillwater
"Selling Units"	Ms. Linda Murray Mr. Jim Johnson	Hollis High School Choctaw High School

UNIT NAMES	CONTRIBUTOR	SCHOOL
"Advertising Units"	Ms. Vicki Patton	Putnam City West High School
	Ms. Suzanne Allford	Putnam City North High School
	Ms. Karen Elias, Assistant State Supervisor, D.E.	State Department of Vocational and Technical Education, Stillwater
"Economics"	Mr. Mike Ragland	Edmond High School

Special thanks goes to Dr. Jimmie Thrash, D.E. Teacher-Educator, Central State University, Edmond, Oklahoma, who provided much needed leadership in arranging for the workshop where the materials were created.

Also, the following students enrolled in the "Curriculum in D.E." class at Oklahoma State University did much of the editing necessary to publish the materials. Oklahoma State University D.E. majors working on this project include the following:

Ms. Rita Syms
Ms. Barbara Harness
Ms. Jennifer Burke
Ms. Theresa Jackson
Ms. Diane Smith
Mr. Doyle Johnson
Mr. Stan McCreary

Recognition should be given to the staff of the Department of Administrative Services and Business Education, Oklahoma State University, and the Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education. A special "thank-you" for a very special young woman, Robin Murnan, who completed the necessary artwork and typing to make this publication a quality one! Without her talent and organizational skill the project would not have been finished.

It is emphasized that the contents of this publication are "ideas" and "catalysts" that should stimulate still other ideas and adaptions of these activities for several years to come. If one activity finds particular favor with your students, it would be easy to use again by simply applying the information in another unit to the same activity. The ideas will soon begin to "snowball" with enthusiastic use of these activities to introduce, support, and review your discussions and lectures.

Also, remember that while many activities are ready to duplicate, trace using an opaque projector or overhead projector, or implement with a few simple procedures and materials, you may not have time to do these things. The

real creative teacher will allow students as individuals and small groups to help prepare these materials. It is true that people more readily accept what they have had involvement in planning. Try student involvement using these creative ideas and you will use your time more wisely while your students will learn while helping prepare the supplement activities.

These are just a few implementation ideas. I am sure there are still other ideas which will be developed in future workshops where professional educators continue to brainstorm and share ideas. This developer hopes that you will enjoy trying these ideas and that you will be able to participate and share in any future development activities; the experiences are rewarding. Have a great year as a creative Distributive Education Teacher-Coordinator!

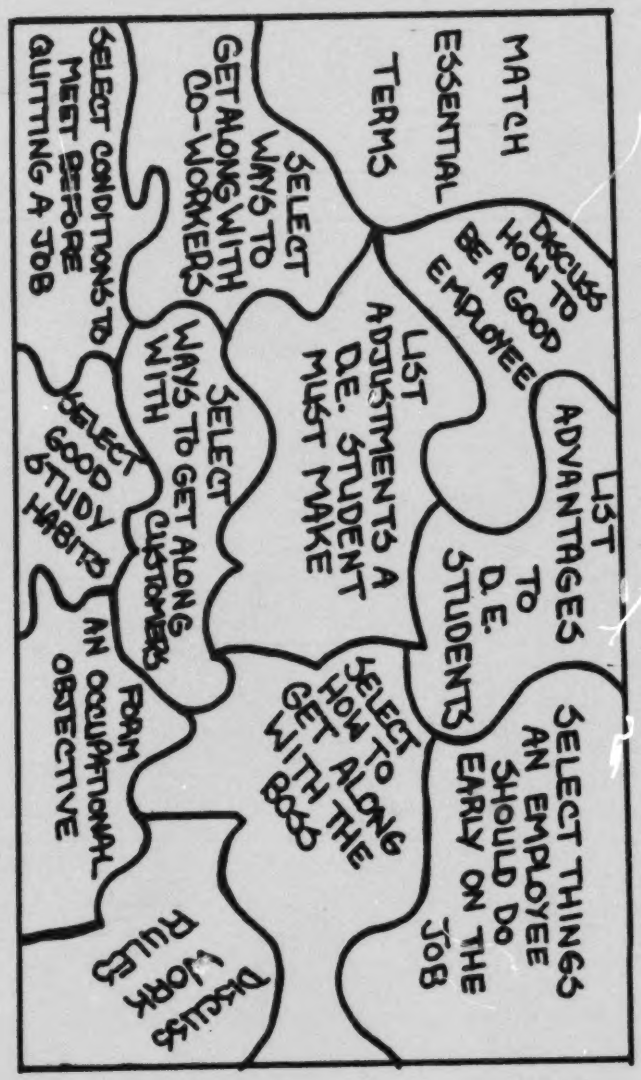
Frank Nelson
D.E. Teacher-Educator
College of Business Administration
Oklahoma State University
Stillwater, Oklahoma

UNIT NAME: INTRODUCTION TO DISTRIBUTIVE OCCUPATIONS
UNIT NUMBER: I
SECTION LETTER: A
SUPPLEMENTAL MATERIAL
NAME OF ACTIVITY: Bulletin Board

NOTE: Place the illustration in an opaque projector. Adjust the machine so the picture is the size you need. Have students trace the bulletin board for you. They will enjoy being involved in planning a unit of instruction.

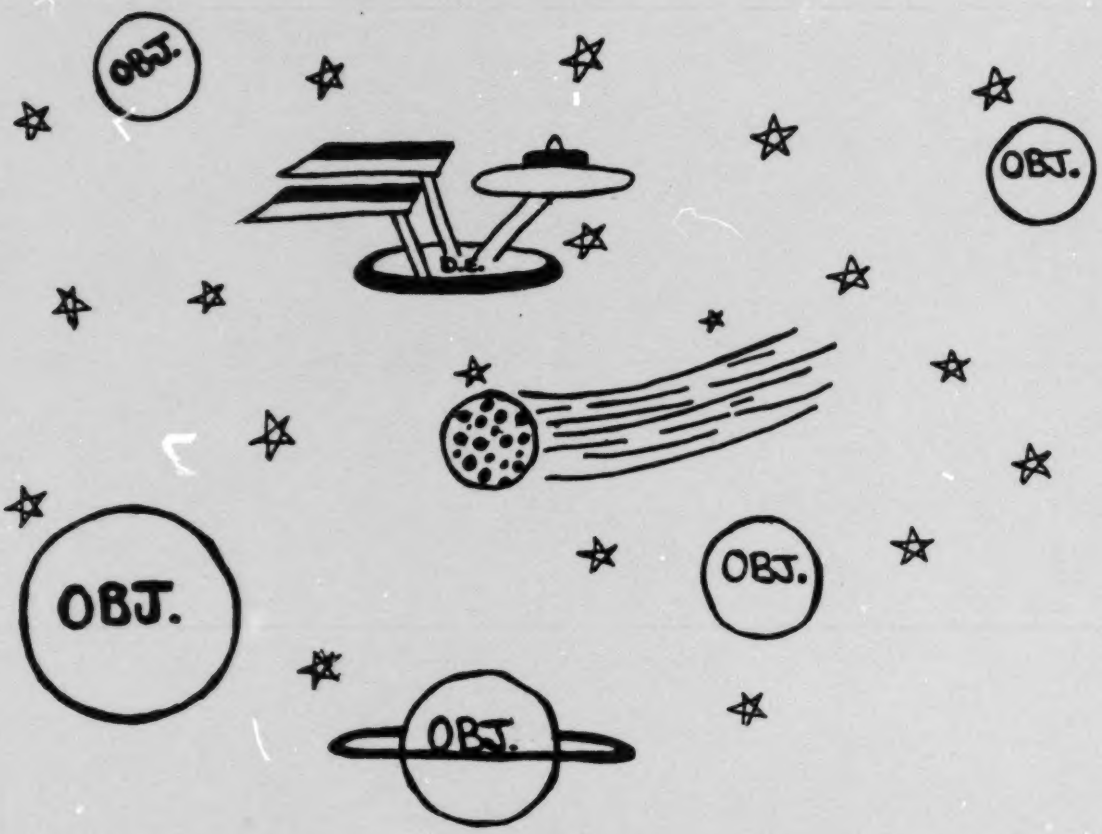
UNIT NAME: INTRODUCTION TO DISTRIBUTIVE OCCUPATIONS
UNIT NUMBER: I
SECTION LETTER: A
OBJECTIVE(S) NUMBER: Present Specific Objectives/Attention-Getter
NAME OF ACTIVITY: Introduce-The-Unit Puzzle/Bulletin Board

Directions: Divide into teams. Have several puzzles cut from poster board and see which team can "put it all together" the fastest.


MATCH ESSENTIAL TERMS
DISCUSS HOW TO BE A GOOD EMPLOYEE
LIST ADVANTAGES TO D.E. STUDENTS
SELECT THINGS AN EMPLOYEE SHOULD DO EARLY ON THE JOB
SELECT WAYS TO GET ALONG WITH CO-WORKERS
LIST ADJUSTMENTS A D.E. STUDENT MUST MAKE
SELECT HOW TO ALONG GET WITH BOSS
SELECT CONDITIONS TO MEET BEFORE QUITTING A JOB
SELECT WAYS TO GET ALONG WITH CUSTOMERS
SELECT GOOD STUDY HABITS
FORM AN OCCUPATIONAL OBJECTIVE
DISCUSS WORK RULES

UNIT NAME: INTRODUCTION TO DISTRIBUTIVE OCCUPATIONS
UNIT NUMBER: I
SECTION LETTER: A
OBJECTIVE(S) NUMBER: All specific objectives (specific objectives written on planets)
NAME OF ACTIVITY: Star Wars Bulletin Board

Directions: Planets could be placed on the bulletin board as they are discussed in class, or students can write, in their own words, the key concepts from the information sheet on the back side of the planets. The planets are then turned over as each objective is discussed in class.



UNIT NAME: INTRODUCTION OF DISTRIBUTIVE OCCUPATIONS
UNIT NUMBER: I
SECTION LETTER: A
OBJECTIVE(S) NUMBER: 1 -- Match terms associated with distributive occupations to the correct definitions.
NAME OF ACTIVITY: Telephone Dial Puzzle

DIRECTIONS:

Use the numbers on the telephone dial on the following page to decode 12 different terms related to DE and Distributive occupations. Remember, each number could represent three different letters. For example, a "3" could be "D", "E", or "F".

1. 3 4 7 8 7 4 2 8 8 4 8 3 3 3 8 2 2 8 4 6 6

2. 8 6 2 2 8 4 6 6 2 5 3 3 8 2 2 8 4 6 6

3. 6 2 7 5 3 8 4 6 4

4. 3 4 7 8 7 4 2 8 8 4 8 3 7 9 7 8 3 6

5. 2 6 6 7 8 6 3 7

6. 2 6 6 7 3 7 2 8 4 8 3 8 6 2 2 8 4 6 6 2 5 3 3 8 2 2 8 4 6 6

   7 7 6 4 7 2 6

7. 8 7 2 4 6 4 6 4 7 8 2 8 4 6 6

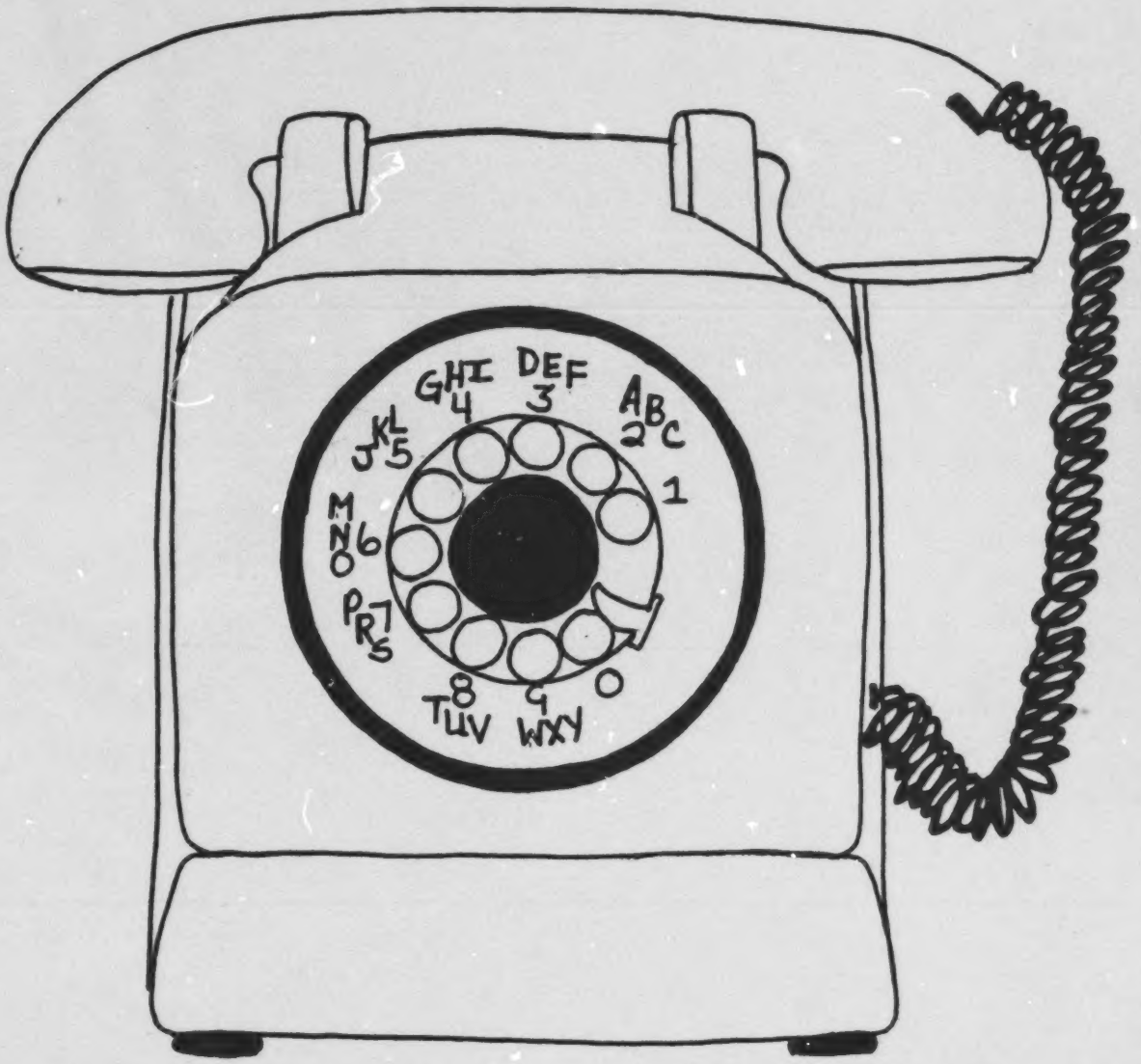
8. 8 7 2 4 6 4 6 4 7 8 2 8 4 6 6 7 7 6 6 7 6 7

9. 6 2 2 8 7 2 8 4 6 6 2 5 6 2 5 3 2 8 4 8 3

10. 4 7 6 8 7 4 6 7 8 7 8 2 8 4 6 6

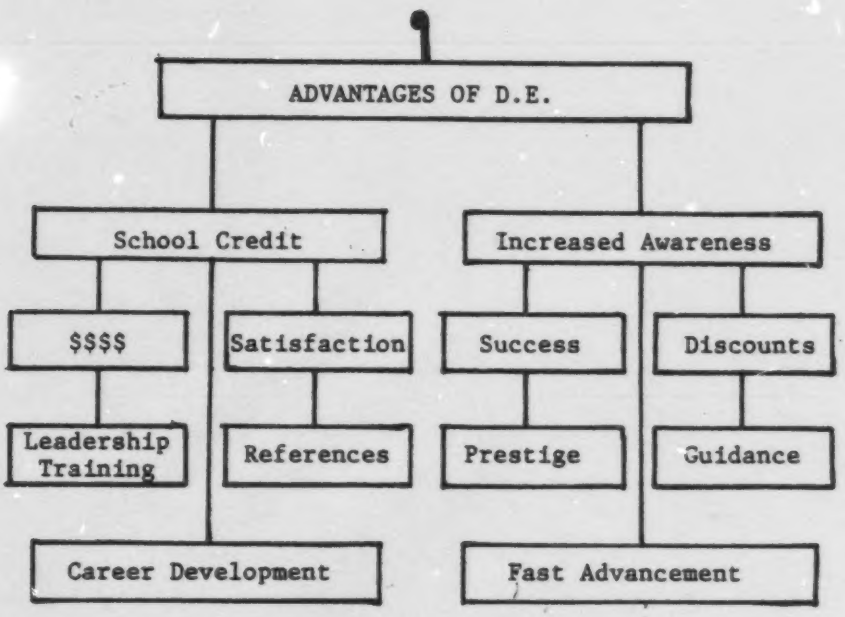
11. 4 6 3 4 8 4 3 8 2 5 4 6 7 8 7 8 2 8 4 6 6

12. 5 6 2 7 3 2 6 7 3 7 4 3 3 8


GHI 4
DEF 3
ABC 2
1
JKL 5
MNO 6
PRS 7
TUV 8
WXY 9
0

UNIT NAME: INTRODUCTION TO DISTRIBUTIVE EDUCATION
UNIT NUMBER: I
SECTION LETTER: A
OBJECTIVE(S) NUMBER: 2 -- List Advantages of D.E. to The Student
NAME OF ACTIVITY: Mobile

NOTE: Blue and gold poster board would be excellent material for making this mobile.



UNIT NAME: INTRODUCTION TO DISTRIBUTIVE OCCUPATIONS
UNIT NUMBER: I
SECTION LETTER: A
OBJECTIVE(S) NUMBER: 10 -- Select from a list those conditions which a student should meet before quitting a job.
NAME OF ACTIVITY: Transparency masters

GIVE AS MUCH NOTICE AS POSSIBLE BEFORE QUITTING

DO NOT LEAVE ONE JOB

UNTIL

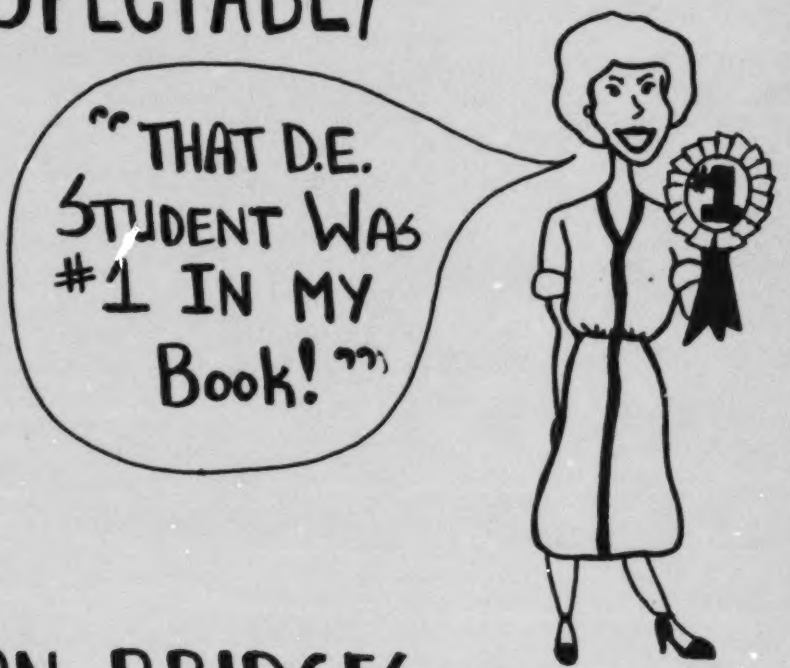
YOU HAVE ANOTHER ONE

Wait Long Enough to See
If You Like a Job.

REALIZE

That Not Every Job
Is Perfect.

LEAVE RESPECTABLY



DON'T BURN BRIDGES

NEVER, NEVER,

NEVER

Just
Walk Off A Job

DON'T QUIT WITHOUT TEACHER'S APPROVAL

13

UNIT NAME: INTRODUCTION TO DISTRIBUTIVE OCCUPATIONS
UNIT NUMBER: I
SECTION LETTER: A
OBJECTIVE(S) NUMBER: 3, 4, 5, 6, 7, 11
NAME OF ACTIVITY: Hollywood Squares Reviewing Activity

Directions:

Nine students are used to form the playing area. See diagram at the end of this activity. The diagram may be placed on the chalkboard or a transparency rather than actually sitting nine students in front of the room.

A. Each student forming the playing area will have one poster board with "X" on one side and "O" on the other.

B. The remaining students are divided into tears "X" and "O". The object being to get 3 squares in a row. The rows must be either up and down, across, or diagonally (played like T.V. version).

C. The students in the playing area must answer the question given by the teacher or a designated student by using the correct answer or making a bluff. They may need to see the questions ahead of time to make up appropriate bluffs. They will be able to think of some real "zingers."

D. The players must agree or disagree with students in the playing area in order to get their "X" or "O" shown in the square. If a bluff was given, the correct answer must be given by the team before the team can claim the square.

E. The teams should alternate turns in selecting which square they want to try for.

F. If a team misses getting a square, the square automatically goes to the other team, unless the square is needed to win. If the square is needed to win, the other team must answer a question correctly to claim the square.

EXAMPLE QUESTIONS

Specific Objective III

False A. D.E. students can always participate in any or all of the social functions and school activities he/she wants to.

Example of a Bluff: "Yes, especially cruising Main Street."

False B. D.E. students should only have to work during regular school time or weekday afternoons.

True C. A D.E. student needs to provide his/her own transportation to work.

Example Correct Answer: "Yes, Robert even rides a skateboard to work."

False D. Wages in the D.E. area are higher than most other starting wages.

True E. A D.E. student must budget her/his time between work, school, and social activities in order to study for other subjects.

No F. Do all D.E. students begin training in areas that are directly related to their occupational objective?

Specific Objective IV

Mr., Ms., Miss, Mrs. A. How should the D.E. student refer to his/her supervisor?

False B. In order to keep from being a "clock watcher" a D.E. student should not ask employers about lunch or dinner breaks.

False C. The D.E. student should always ask the supervisor about a coffee or coke break.

False D. If you have questions about store policies or instructions, you should wait until you have worked there long enough to understand.

Write it Down E. What do supervisors expect you to do for information that is hard to remember?'

False F. If you repeat instructions to make sure you understand, this might make you look incompetent.

To make sure message was understood G. When giving information to other people, why should you ask "Are there any questions?"

Specific Objective V

False	A.	When a D.E. student is assigned a task to be done a certain way, the D.E. student should try to find a faster or easier way to perform the task without discussing it with the supervisor.
To show Dependability	B.	Why should a D.E. student keep all promises made to a supervisor and be prompt in completion of duties and reporting for work?
False	C.	When you complete your duties, it is best to wait for the supervisor to tell you what to do next.
False	D.	If you appear to flirt while on the job, this will show the supervisor that you are an outgoing person and should be commended for being friendly.
It represents an investment to the business	E.	Why should you treat merchandise in the store as money?
No	F.	Should you let your employer know if he/she is making a mistake in running the business by telling him/her how you would operate it?
Yes	G.	Should a D.E. student try to learn from bad supervisors?

Specific Objective VI

It helps in getting along with them	A.	Why should you know your co-workers name?
No, do it yourself	B.	Should you leave it up to the supervisor or other employees to introduce you to others?
False	C.	To be completely business-like you should not greet or recognize other employees when coming to work or leaving from work.
False	D.	Don't listen to other employees who give suggestions or try to help you as a new employee.
False	E.	You should get by with as much as the older, more experienced employees.

Specific Objective VII

Shyness	A.	You should smile and greet each customer you come in contact with to help you overcome _____.
Name (other answers may be acceptable)	B.	When trying to get along with a customer it is important to remember the customer's _____.
He/she is the reason you have a job	C.	Why should you treat each customer as a guest?
No, not always	D.	When customers say "I'm just looking" they are really begging for assistance.
True	E.	Realize that there will be difficult customers and be polite with those customers also.
May make a point, but lose a customer	F.	Why shouldn't you argue with a customer?

Specific Objective VIII

False	A.	When you are tired it is best to stick to it and study materials for a longer time in order to comprehend more.
30 min.	B.	About how much concentrated study is effective at one time?
False	C.	When you have already read the material and taken notes, you can always "cram" in order to retain the information.
30 min.	D.	How soon do most people forget information after studying?
True	E.	Honesty means honest use of time and supplies as well as honesty with money.
True	F.	Following instructions involves high listening skills.
True	G.	Enthusiasm is contagious.
False	H.	Have an excuse ready for when you must take criticism.
False	I.	Let the employer know you are hurt or mad about being scolded.
True	J.	Price margins and cost codes are examples of private, confidential information.

False K. An example of a positive statement is "I can't do the job as well as Mary can."

True L. It is a good idea to shop where you work.

False M. Criticism and gossip help you get along with other employees.

NOTE: It is most effective to make up your own questions related to examples from the student's jobs.

HOLLYWOOD SQUARES DIAGRAM

Student 1	Student 2	Student 3
Student 4	Student 5	Student 6
Student 7	Student 8	Student 9

UNIT NAME: INTRODUCTION TO DISTRIBUTIVE EDUCATION
UNIT NUMBER: I
SECTION LETTER: A
OBJECTIVE(S) NUMBER: Review of Specific Objectives
NAME OF ACTIVITY: Bidding Game Review Activity

Players: Three players to a group (numbers in group may vary to fit your situation).

Directions:

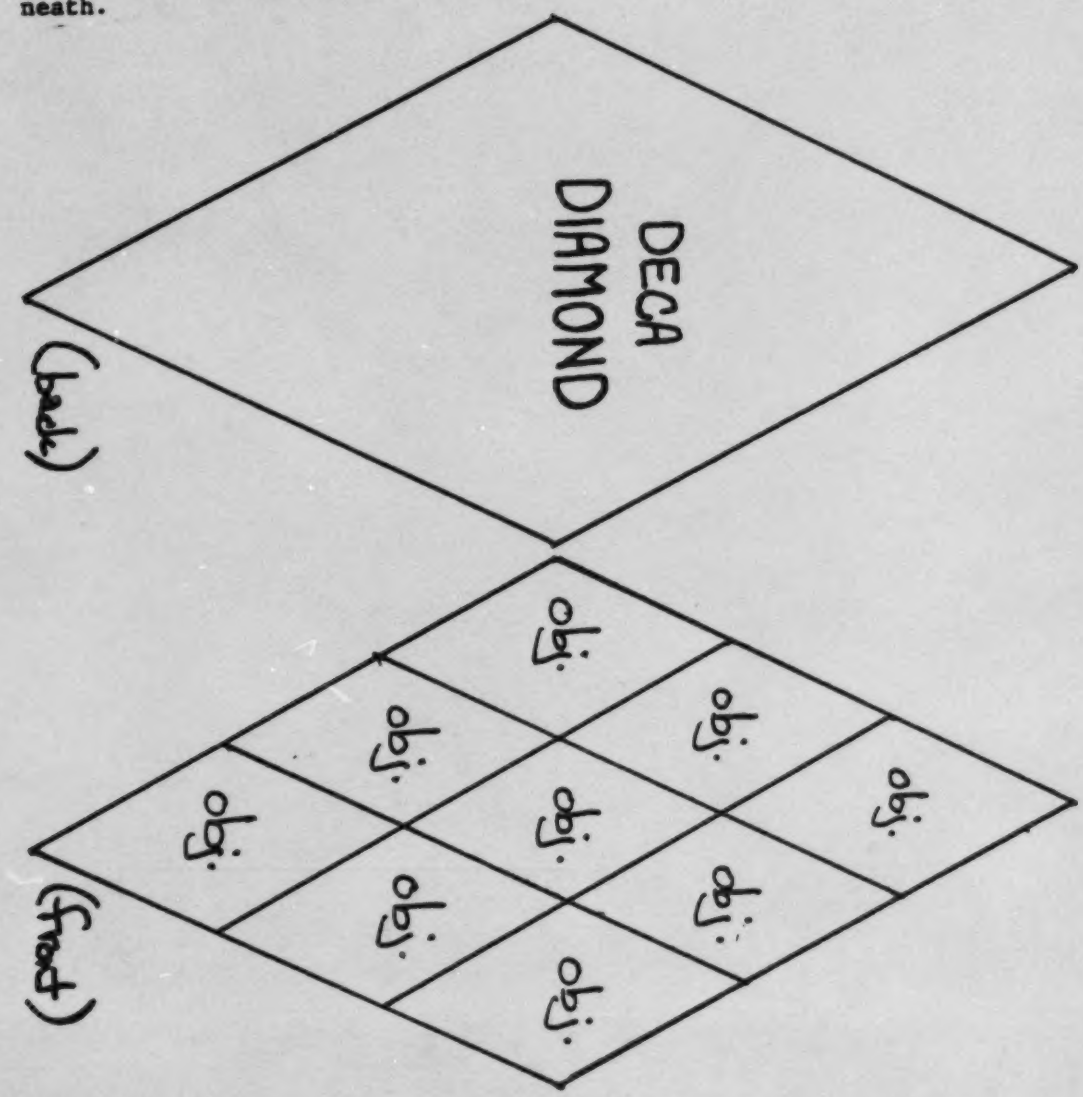
Each player starts with $500.00 play money. "Bidding" is held to find who has the opportunity to answer the questions. A player cannot bid more than the amount of money he/she has. Bidding is to be done in $50.00 intervals. In case the total amount of money available is bid, the player who bids first gets to answer the question. If the answer is correct, the amount that was bid is added to the player's total. If the answer is wrong, the amount bid is deducted from the player's total and the next highest bidder has a chance to answer the question.

After completing the questions, the player with the highest amount of money is declared the winner. Prizes or special privileges may be purchased with the "money" after the game or a series of games. For the review, use the test questions and answers at the back of the unit.

UNIT NAME: DECA
UNIT NUMBER: II
SECTION LETTER: A
OBJECTIVE(S) NUMBER: Overview of Unit Objectives

NAME OF ACTIVITY: Bulletin Board/Poster

DIRECTIONS: Take two pieces of posterboard. On one piece draw the DECA Diamond and cut it out. On the other piece of posterboard draw a plain diamond the same size as the DECA Diamond. Cut the plain diamond into smaller diamond shapes (as shown). Place a specific objective on each smaller piece. Place the big DECA Diamond on the bulletin board, cover it with specific objectives, using straight pins. As each objective is met take it down to reveal a part of the big DECA Diamond underneath.



UNIT NAME: DECA
UNIT NUMBER: II
SECTION LETTER: A
OBJECTIVE(S) NUMBER: 1 -- Match Terms Associated with DECA to the Correct Definition
NAME OF ACTIVITY: Concentration Review Game/Bulletin Board

Directions:

Divide class into two teams. Turns may be rotated among the members of each team. A large class may need to have several games going at once. At each individual's turn, the student will choose two numbers. If a term and definition is matched correctly, the team will receive game-points.

(NOTE: There are alternative ways of designing the game board and rules which may fit your local situation better. Think about it if this way does not work for you. The main thing is to be enthusiastic about whatever you do!)

Materials Needed:

Pegboard with hooks or bulletin board with straight pins. Three by five index cards, one set of cards with terms and definitions and another set with numbers to cover the terms and definitions.

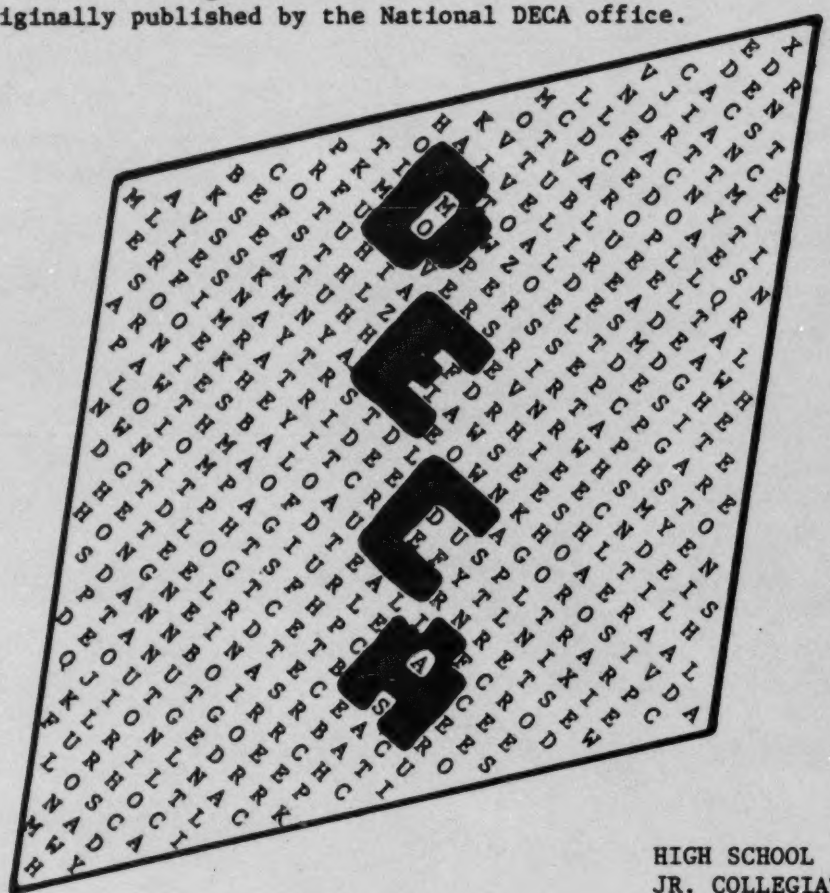
CONCENTRATION BOARD

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24

UNIT NAME: DECA
UNIT NUMBER: II
SECTION LETTER: A
OBJECTIVE(S) NUMBER: 3, 4, 5, 13, 14
NAME OF ACTIVITY: DECA Word Find

Directions:

Circle the words listed below. The words may be found in the puzzle running up and down, backwards, or diagonally. An alternative way of working the puzzle would be to call out clues to the words and the students would have to recognize the term in order to find it. This puzzle was originally published by the National DECA office.



CENTRAL
CHAPTER
COLLEGIATE
DECA
DECA BLAZER
DECA CREED
DECA DISTRIBUTOR
DECA WEEK
ADVISOR
ALUMNI
BLUE
CBCE
CDC
DIAMOND
FUTURE LEADERS
GOLD
HARRY A. APPLEGATE
HIGH SCHOOL
JR. COLLEGIATE
MARKETING
NORTH ATLANTIC
PROFESSIONAL
RESTON
SOUTHERN
WASHINGTON D.C.
WESTERN

UNIT NAME: DECA
UNIT NUMBER: II
SECTION LETTER: A
OBJECTIVE(S) NUMBER: 6, 9, 10, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25
NAME OF ACTIVITY: Jeopardy Game - Reviewing Activity/Bulletin Board

DIRECTIONS: Place "answers" or key points on construction paper. Cover the answers with other pieces of construction paper on which you have placed values from 50-100 points.

A. Divide the values into categories. See below. Each column may be answers from a different group of specific objectives. NOTE: This can also be an excellent semester review by making the questions in each column from a different unit.

50	50	50	50	50
60	60	60	60	60
70	70	70	70	70
80	80	80	80	80
90	90	90	90	90
100	100	100	100	100

B. Divide the students into 2-5 teams. Rotate turns among the members of each team.

C. Students should choose point values or questions from the board. The higher the point value, the harder the question. The values should be chosen in order. For example, a 50 point question must be answered before a 60 point question can be chosen. But students can jump around among various categories or columns.

D. The teacher or a designated student should read the answers from the objectives in the curriculum guide.

E. The player then asks the question that would go with the answer. See examples below.

F. The winner is the team who accumulates the most points.

Example Questions:

100 point question

Teacher --- The four points of the DECA diamond
Student --- Answer: What are leadership development, social intelligence, civic consciousness, and vocational understanding?

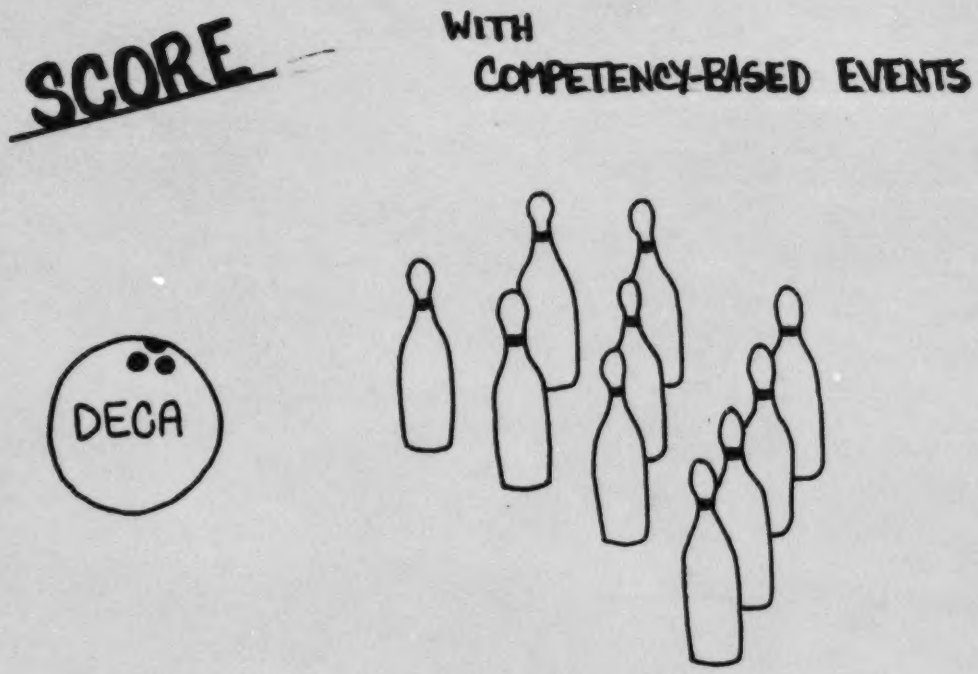
80 point question

Teacher --- DECA Chapter President
Student --- Answer: Who presides over all meetings and serves as ex-officio member on all committees.

UNIT NAME: DECA
UNIT NUMBER: II
SECTION LETTER: A
OBJECTIVE(S) NUMBER: 15 -- Select from a list those DECA competitive activities which students may enter.
NAME OF ACTIVITY: Bulletin Board/Transparency Master

Directions:

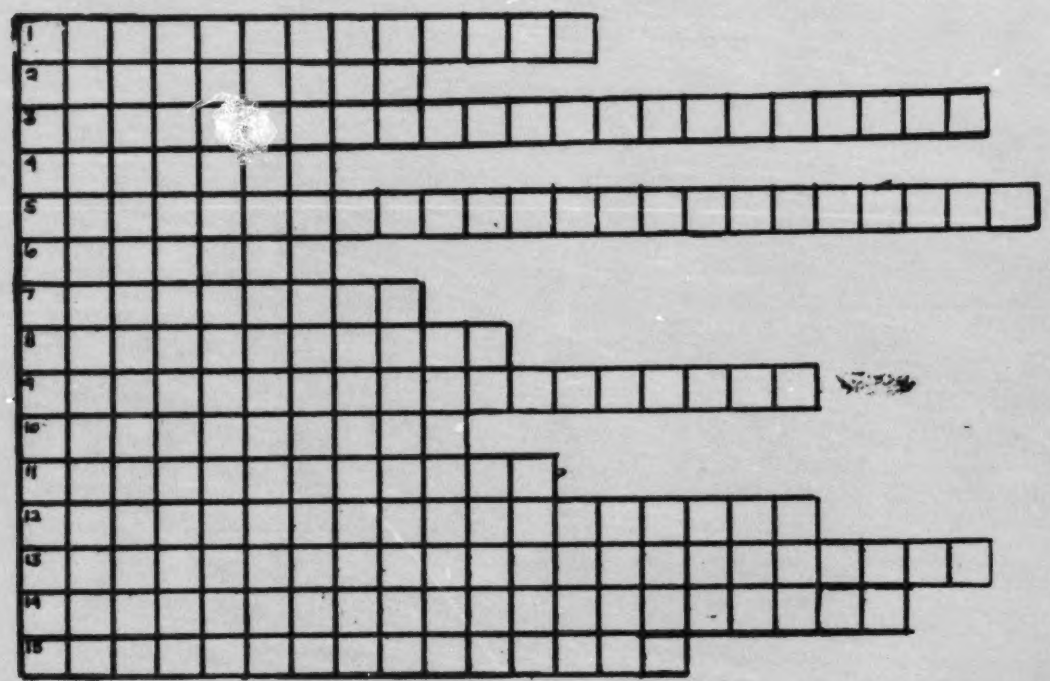
Place names of the competency areas or occupational categories on the pins.



UNIT NAME: JOB APPLICATION AND INTERVIEW
UNIT NUMBER: I
SECTION LETTER: II
OBJECTIVE(S) NUMBER: 2 -- Discuss employment agencies
NAME OF ACTIVITY: Puzzle

DIRECTIONS:

This puzzle deals with the characteristics of employment agencies - private, public, and school placement offices. Fill in the puzzle blanks using the clues listed below. A line may include more than one word. (See your DE II Course of Study if you have problems.)



1-3 Characteristics of private agencies

4-5 Characteristics of public agencies

6 Third type of employment agency

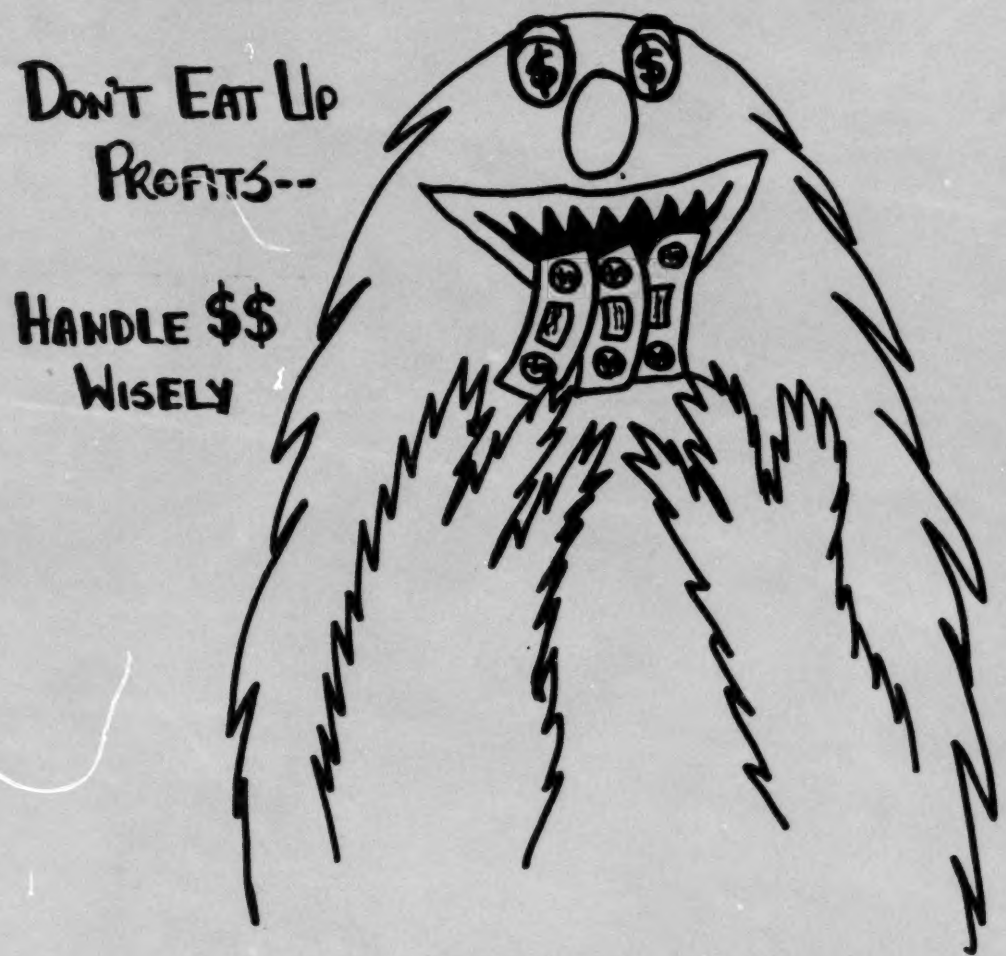
7-10 Services provided for employees by public and private agencies

11-13 Services provided for employers by public and private agencies

14-15 Characteristics of school placement services

UNIT NAME: HANDLING MONEY
UNIT NUMBER: II
SECTION LETTER:
OBJECTIVE(S) NUMBER: All
NAME OF ACTIVITY: Bulletin Board - Profit Monster

NOTE: Use play money for eyes and monster's food.



UNIT NAME: HANDLING MONEY
UNIT NUMBER: II
SECTION LETTER: I
OBJECTIVE(S) NUMBER: 1
NAME OF ACTIVITY: Word Scramble - Introducing terms and definitions.

DIRECTIONS:

Listed below are terms that are associated with proper money handling. Just unscramble the words and match them to their proper definition by placing the letter of the definition in the blank to the left of the term.

(1) GADTINSOPT _____ —

(2) TRSODEMNEEN _____ —

(3) OPWTYTRACKEHC _____ —

(4) DNOEYROREM _____ —

(5) PLEILTUPMCIIGNR _____ —

(6) TAMNOEDNIINOS _____ —

(7) VELARESTREACKC _____ —

(a) endorsing a check and passing it along to another party.

(b) dating a check for a date later than when written.

(c) order issued by a post office, bank, or telegraph office for payment of money.

(d) signature placed on the back of the check by the person cashing it.

(e) check guaranteed by deposits at the bank which issues the check, may be replaced if lost or stolen; must be signed at bank and in presence of person cashing check.

(f) the way money is broken down into different sizes and values.

(g) pricing merchandise in terms of quantities of more than one unit.

UNIT NAME: HANDLING MONEY
UNIT NUMBER: II
SECTION LETTER: B
OBJECTIVE(S) NUMBER: 3 - Write the two, three, and four percent sales tax tables.

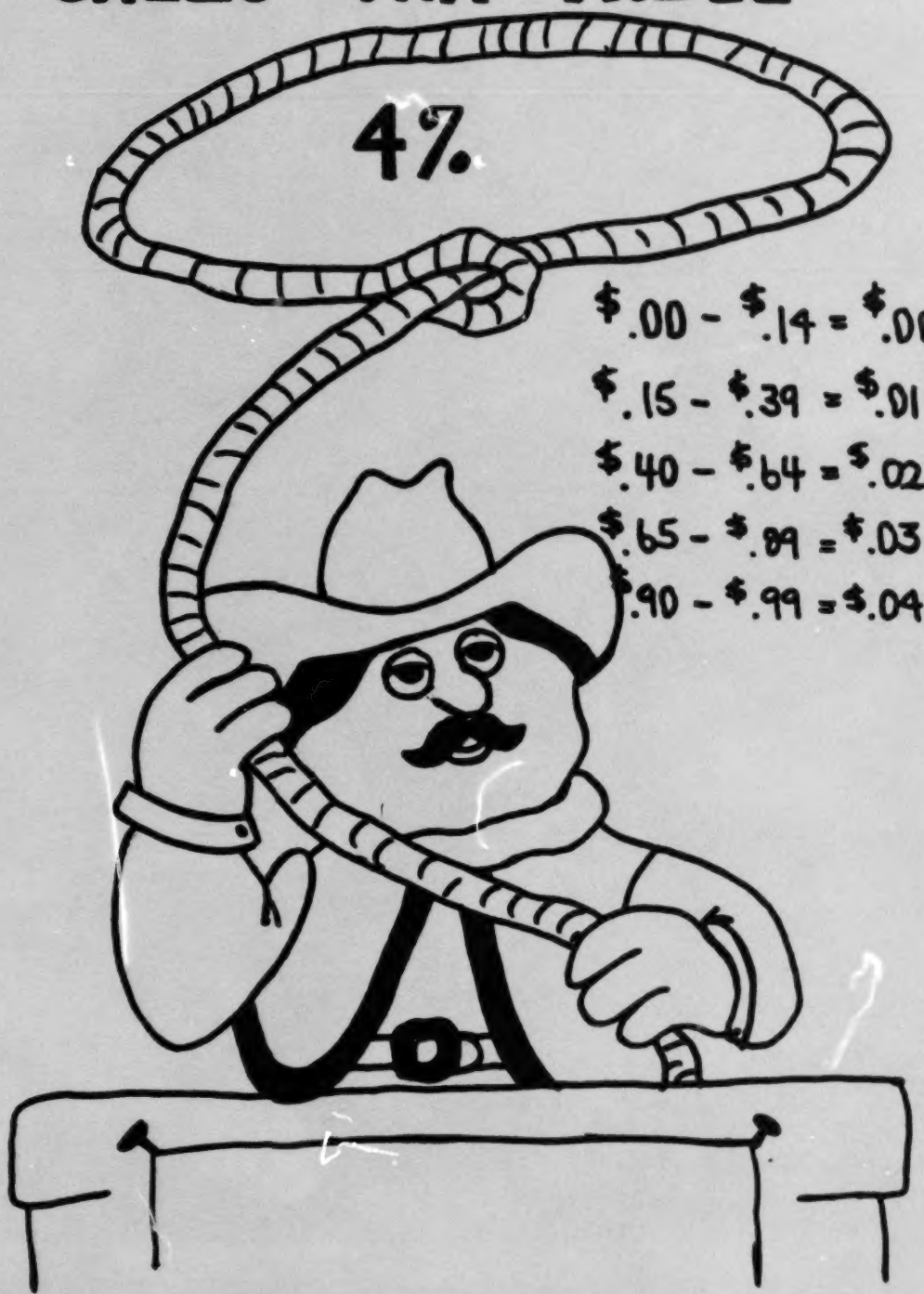
NAME OF ACTIVITY: Transparency Masters

SALES TAX TABLE

2%

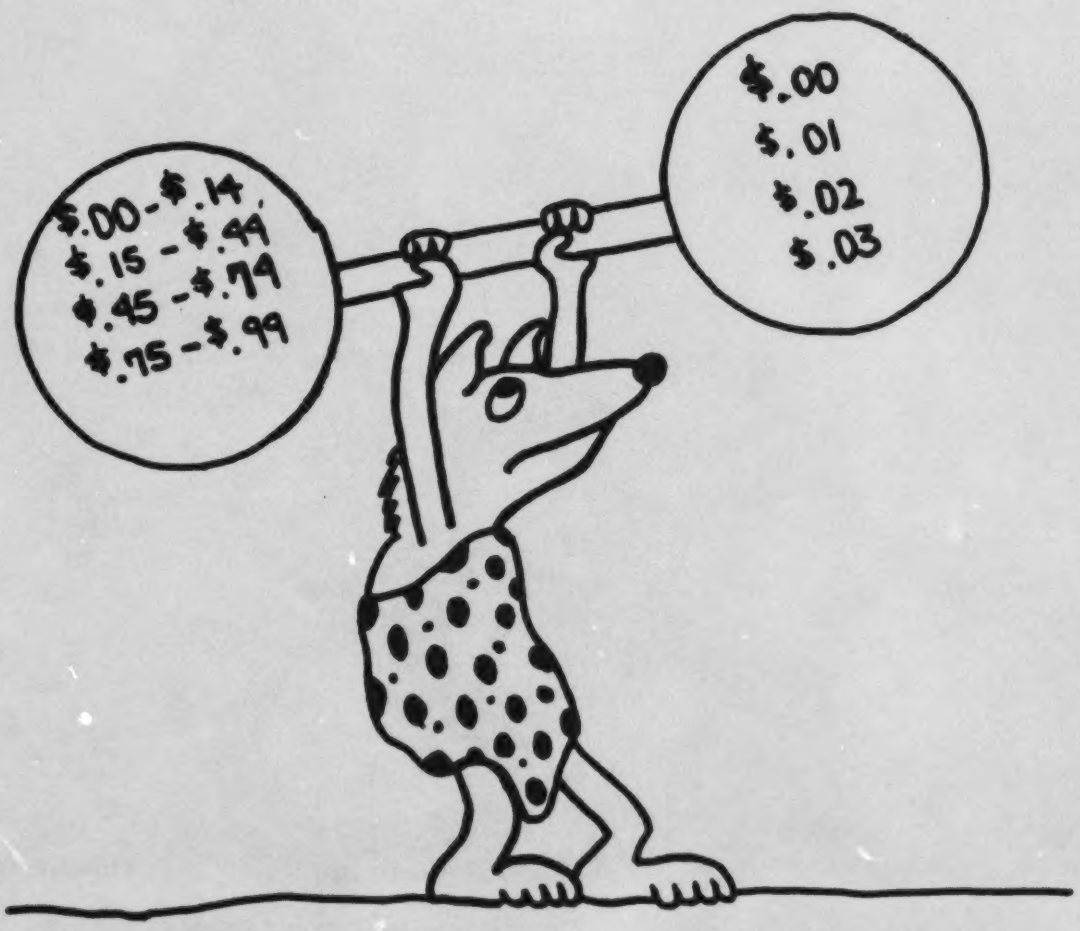
AMOUNT	TAX
$.00 - $.48	$.00
$.49 - $.74	$.01
$.75 - $.99	$.02

SALES TAX TABLE

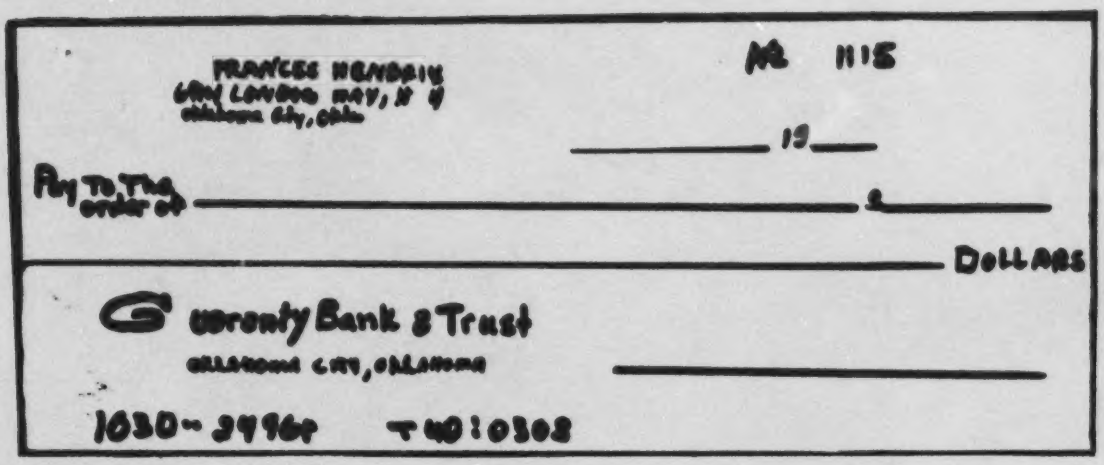


SALES TAX TABLE
3%

AMOUNT TAX



UNIT NAME: HANDLING MONEY
UNIT NUMBER: II
SECTION LETTER: B
OBJECTIVE(S) NUMBER: IV
NAME OF ACTIVITY: Proper Check Cashing Procedures Handout



A. Notice the date on the check.

B. Be sure the amount of the check is the same - both in numbers and words.

C. Have the customer initial any corrections on the date or amount.

D. If missing, write in the customers address and phone. Also make sure that the signature corresponds with the name printed on the check.

E. Observe all store rules on check cashing procedures.

F. Courteously ask for proper ID.

G. Examine signature on check.

H. Do not accept checks written in pencil.

I. Do not accept checks marked for deposit only.

J. Do not accept company checks with the companys name typed instead of printed.

K. Do not accept checks without an account number.

UNIT NAME: SHOPLIFTING PREVENTION
UNIT NUMBER: IV
SECTION LETTER: B
OBJECTIVE(S) NUMBER: 1 -- Match Terms and Definitions Related to Shoplifting Prevention
NAME OF ACTIVITY: Calculator Puzzle

CALCULATE YOUR PROFITS BY MINIMIZING YOUR LOSSES

On the following page you will find the calculator to "Calculate Your Profits by Minimizing Your Losses." Each number or symbol can be associated with one or two letters of the alphabet.

I) 9 2 8 2 9 1 % 9 9 4 7 -

II) 9 + 7 8 6 4 3 x 4 - 3

III) 2 CL x 2 9 - 0 6 x + 2 3 x

IV) 5 6 2 8 x 7 6 0 - 4 0 1

V) 3 2 6 7 - CL

VI) 6 4 9 1 2 6 2 0 - 7 9

VII) 9 2 6 7 9 9 2

VIII) 9 + 7 0 6 4 3 x 4 - 3 8 9 2 $\sqrt{\ }$ 2 - x 4 7 - 1 2 x 2 1 x 7 9

IX) 8 2 9 6 4 9 9 4 $\sqrt{\ }$ 2

X) 8 2 x 4 x 6 0 9 1 2 - CL

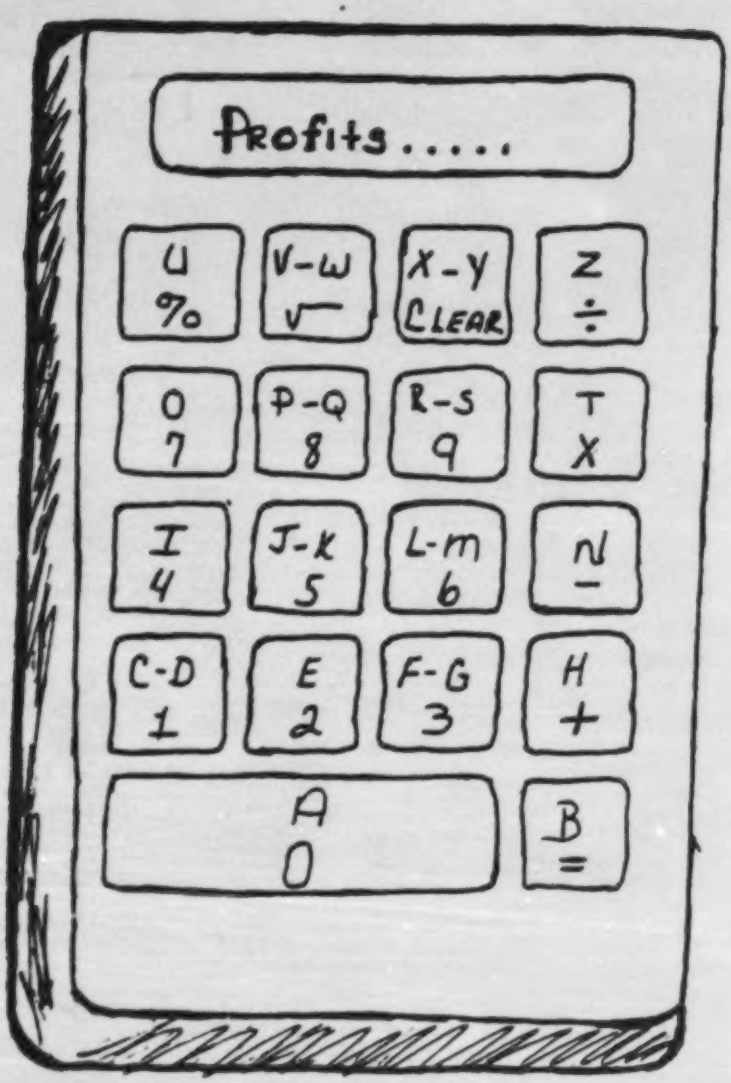
XI) 9 2 9 2 - x 6 2 - x

XII) 4 - x 2 9 - 0 6 x + 2 3 x

XIII) 9 % 9 √ 2 4 6 6 0 - 1 2

XIV) 4 6 8 % 6 9 2

XV) 6 0 9 1 2 - CL



UNIT NAME: SHOPLIFTING PREVENTION
UNIT NUMBER: IV
SECTION LETTER:
OBJECTIVE(S) NUMBER: 5 -- Discuss the times most shoplifting occurs.
NAME OF ACTIVITY: Time Awareness Exercise

Shoplifters hit when the salespeople are least attentive. Because of this, certain times of the day and year offer more temptation. The purpose of this exercise is to make the student aware of these times and how it affects the student's firm. Use this exercise to introduce Objective 5 before it is dicussed in class.

1. Make Posters A & B. Poster A may be made with construction paper and brads, so different store hours can be indicated.

2. Duplicate 2 copies of Handouts A & B.

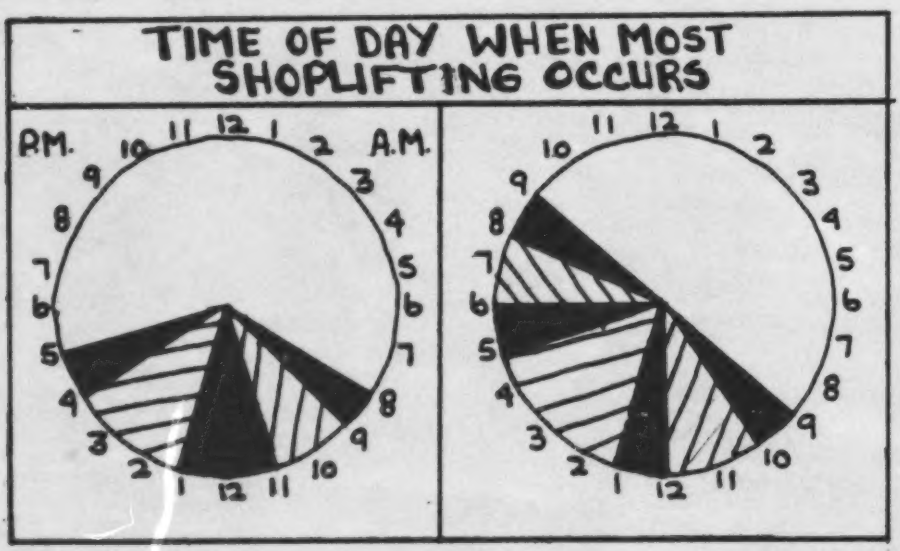
3. Pass out one copy of Handout A and have each student indicate on the clock what time of day he/she feels shoplifters most commonly strike. Discuss their answers and why they chose them.

4. Show them Poster A and explain when the most common times are. Discussion may follow.

5. Pass out another copy of Handout A and have them apply the concepts learned in number 2 to <u>where they work</u>. Discuss why the students answers may vary.

6. Repeat steps 3 through 5 using Handout B and Poster B.

<u>POSTER A</u>



POSTER B

Make a calendar that shows all 12 months of the year. Shade in those areas which the DE II curriculum indicates are times of the year that shoplifting occurs most often.

HANDOUT A - (see next page)

HANDOUT B - Calendar

Handout A

38

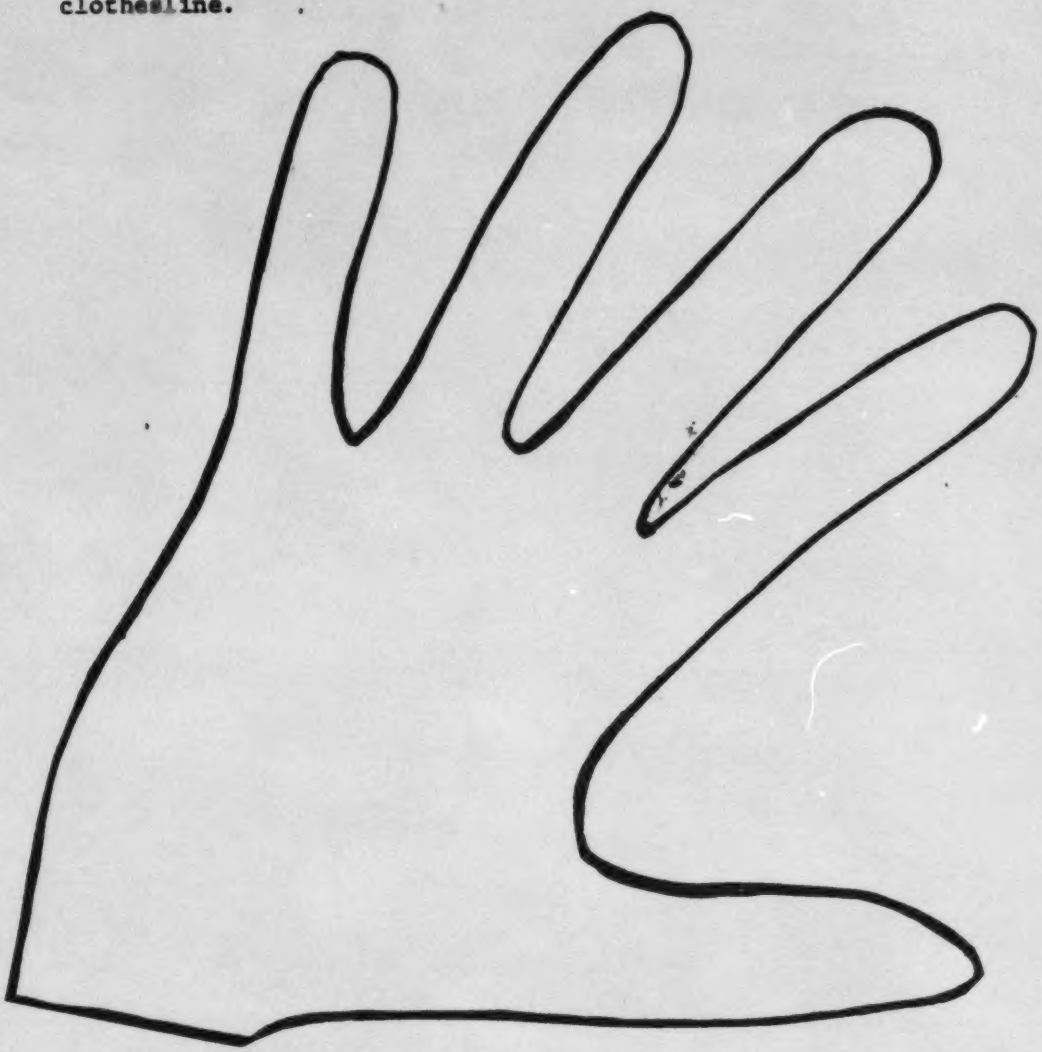
UNIT NAME: SHOPLIFTING PREVENTION
UNIT NUMBER: IV
SECTION LETTER: B
OBJECTIVE(S) NUMBER: Present Specific Objectives
NAME OF ACTIVITY: "Stick Fingers" Clothesline

DIRECTIONS:

1. Trace the pattern below. (One hand per objective)

2. Have the students write the objectives on the hand below or trace their own hands.

3. Place the hands on a piece of yarn strung across the room like a clothesline.



UNIT NAME: SHOPLIFTING PREVENTION
UNIT NUMBER: IV
SECTION LETTER: B
OBJECTIVE(S) NUMBER: 3 -- Describe ten types of potential shoplifters.
NAME OF ACTIVITY: The Match Game

Directions: This game is designed to help students identify the different kinds of shoplifters. The steps are easy to follow.

THE MATCH GAME

1. Make the flash cards as shown on the following pages.

2. To make the answer cards, place these words on separate pieces of poster board.

DRUG ADDICT	JUVENILE
TEAM	KLEPTOMANIAC
HOUSEWIFE	PERSON OF LIMITED MEANS
THRILL-SEEKER	REFUND RACKET
PROFESSIONAL	"TIPSY" CUSTOMER

3. Divide the students into two teams.

4. Attach three flashcards to the top of the chalkboard.

5. Hand out all the answer cards to one player.

6. Each participant will have 30 seconds to match the appropriate answer cards to the flash cards that are on the board. (Make sure that all answer cards are given to the participant). If the player succeeds, the team will receive 5 points. Go to a member of the opposite team and the player will attempt the same thing with three different flash cards. Shuffle the flash cards between players.

7. After all team members have tried to identify three of the flash cards, increase the number shown on the chalkboard. Keep increasing the number of flash cards shown until all are being shown at the same time.

PROFIT-MINDED

STEALS FOR A PROFIT

HARD TO DETECT, HE/SHE IS CONFIDENT

TAKES EXPENSIVE MERCHANDISE TO RESELL

MAKES UP 10% to 20% OF ALL SHOPLIFTERS

STEALS 90% IN DOLLAR VALUE

SELLS STOLEN MERCHANDISE TO A "FENCE"

CONFIDENT

ILL

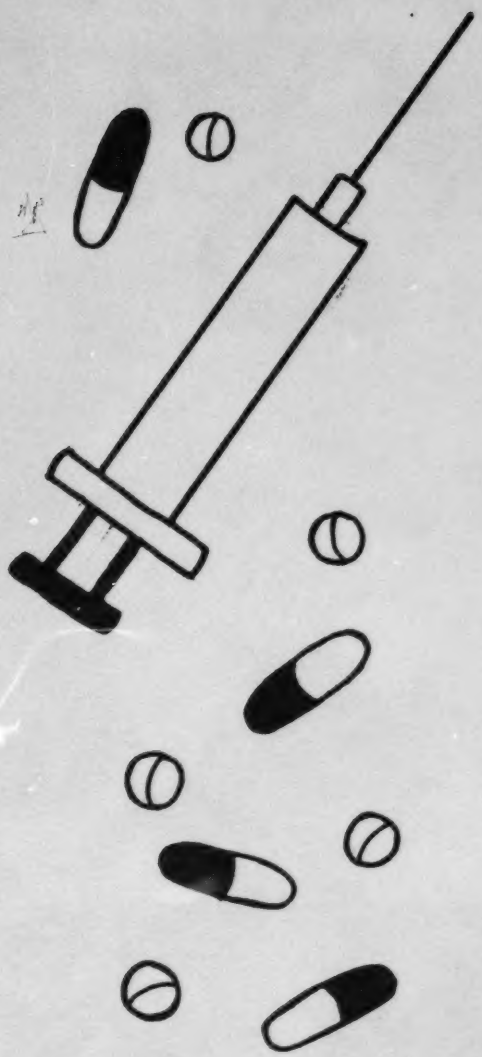
DAZED

STAGGERS NEAR COUNTER, PICKS UP MERCHANDISE

NEEDS THINGS FOR FAMILY AND HOME

CAN'T AFFORD LUXURIES

REPRESENTS SMALL NUMBER OF THIEVES



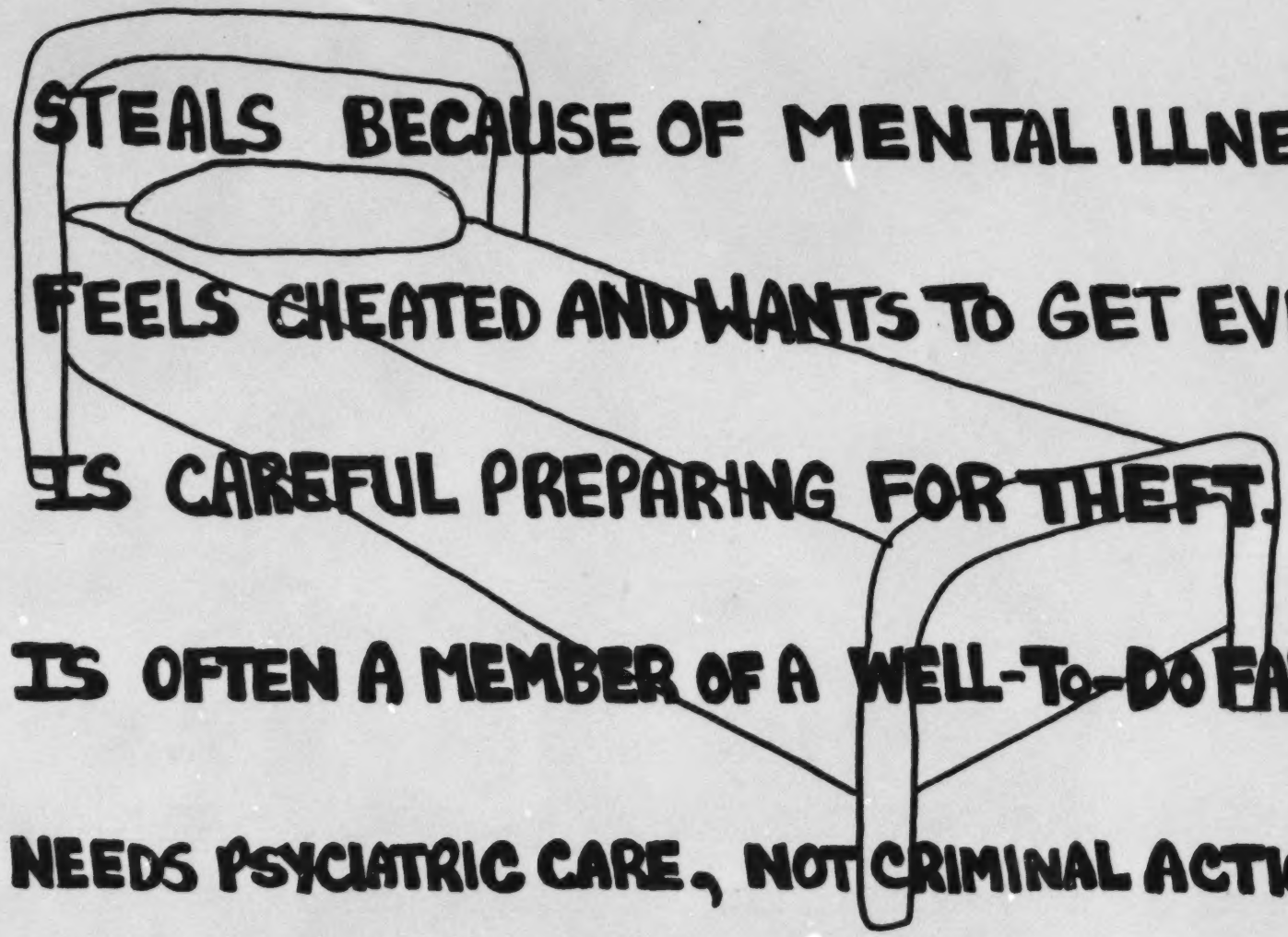
Needs Cash To Purchase Drugs

Enters Store With a Group

Steals Anything, but Prefers High Cost Items

Makes Up 80-90% of Shoplifters

Steals 10% Dollar Value


STEALS BECAUSE OF MENTAL ILLNESS.
FEELS CHEATED AND WANTS TO GET EVEN.
IS CAREFUL PREPARING FOR THEFT.
IS OFTEN A MEMBER OF A WELL-TO-DO FAMILY.
NEEDS PSYCIATRIC CARE, NOT CRIMINAL ACTION.

46

53

54

STEALS LOW-PRICED MERCHANDISE

IS DIFFICULT TO CONTROL BECAUSE

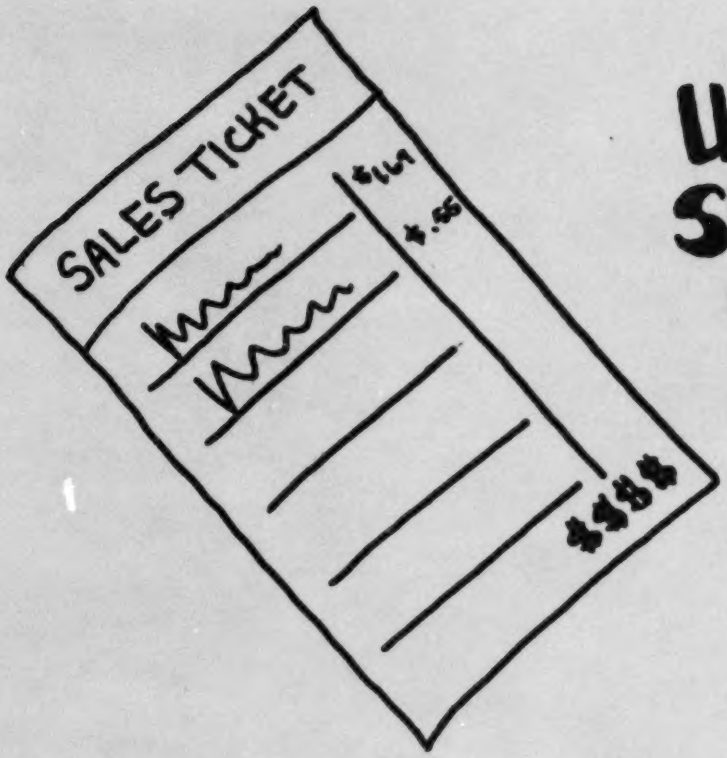
STOLEN GOODS ARE CONCEALED ON HER

THREATENS LAW SUIT IF ATTEMPT IS MADE TO SEARCH

SHOW-OFF

Steals for the Thrill
Takes a Dare
Doesn't Involve Need
Requires Extra Watching

RISK-TAKER



USE SALES SLIP FOUND ON FLOOR

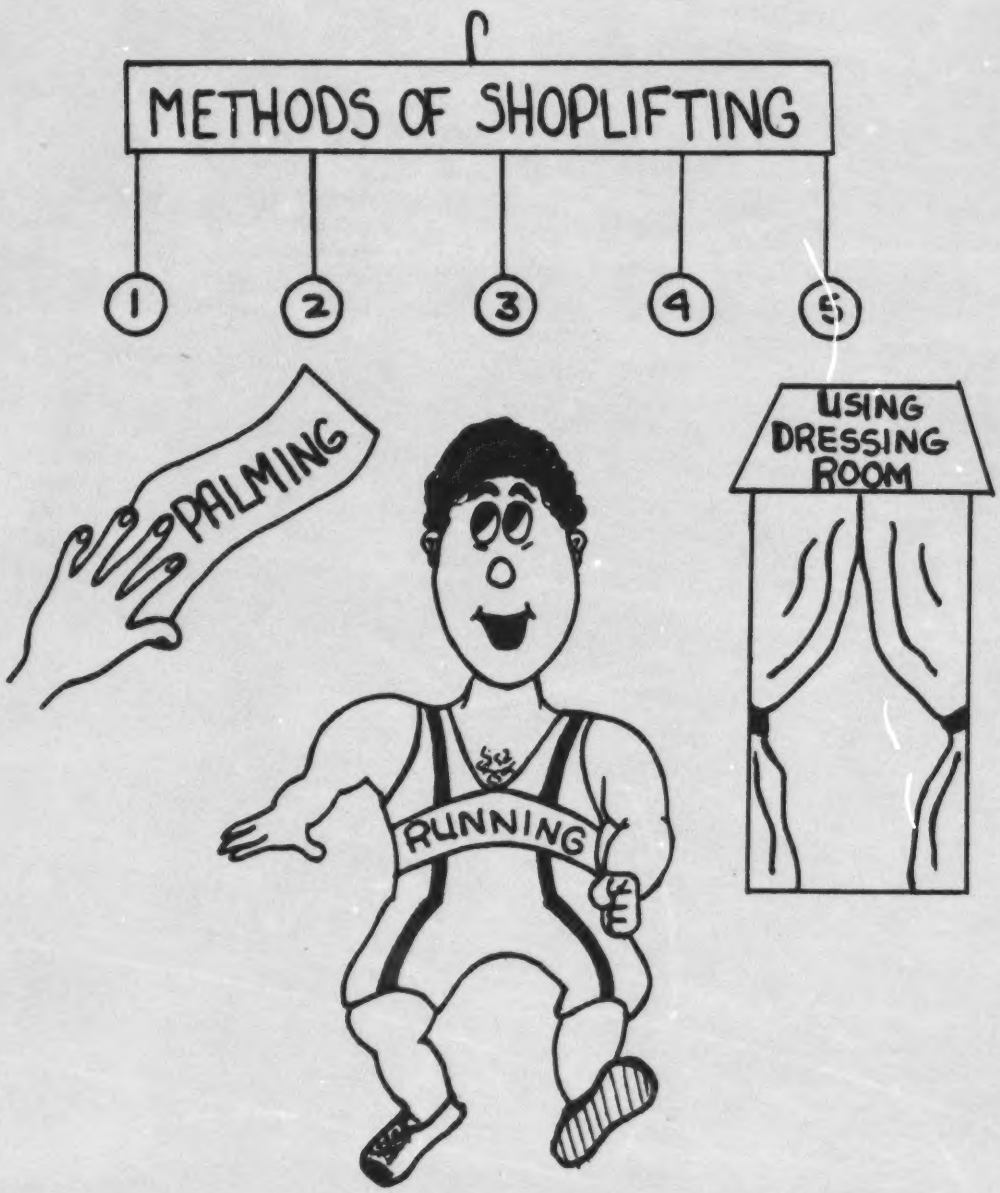
RETURN STOLEN GOODS FOR $$$!

One Person Talks To Salesperson

To

DISTRACT

UNIT NAME: SHOPLIFTING PREVENTION
UNIT NUMBER: IV
SECTION LETTER: B
OBJECTIVE(S) NUMBER: 4 -- Tell the methods used by the shoplifter when stealing.
NAME OF ACTIVITY: Mobile



52

UNIT NAME: SHOPLIFTING PREVENTION
UNIT NUMBER: IV
SECTION LETTER: B
OBJECTIVE(S) NUMBER: 5
NAME OF ACTIVITY: The Effect of Shoplifting on the Community

In the past few months shoplifting has become a very serious problem in your community. Your committee has been assigned to:

A. Determine the type of situation or store that would be most vulnerable to the type of crime committed, and

B. Make recommendations to the retail merchandisers that would help alleviate the problems.

Lanny Lightfinger has been identified as a "tipsy" customer. He has been apprehended on several occasions palming merchandise on the impulse buying nature. He also uses the running method of shoplifting to obtain his merchandise. Items that have been found in his possession are usually those of a food nature.

SECOND CRIME

Nancy Necklace has been arrested several times and is labeled as a professional. She has a habit of mingling with crowds at a jewelry counter or close to displays in stores. She has been identified in several stores by the large green shopping bag that she usually carries. Since Nancy has been identified as a professional shoplifter, it is difficult to catch her in the act of shoplifting.

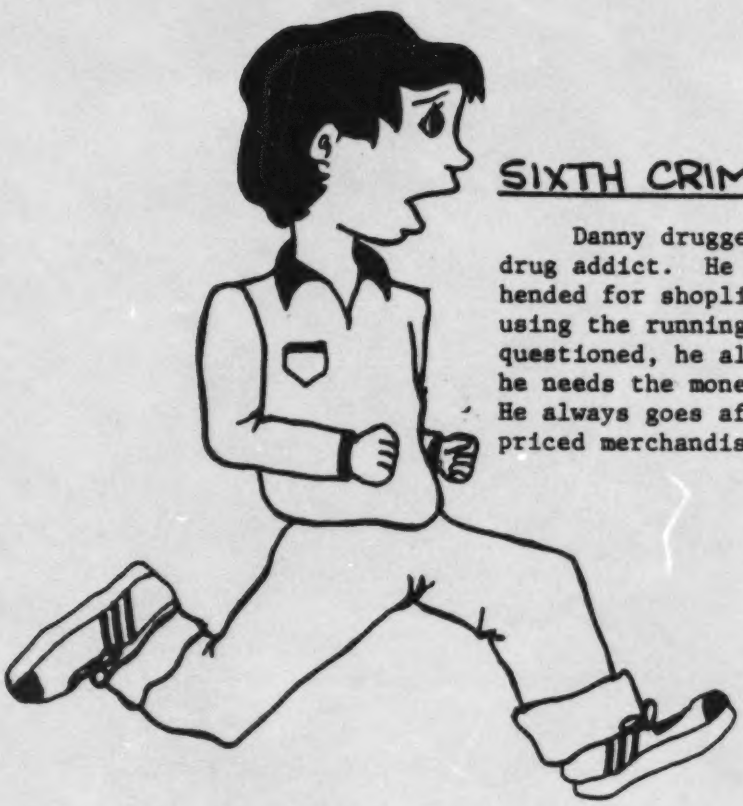
THIRD CRIME

Terry Takeitback is involved in the refund racket. He is always in a hurry and approaches busy counters only. Although he always has his sales receipt, it has been found that they are usually dirty or badly wrinkled. He has been apprehended many times, but the type of merchandise varies widely. The last time he was arrested, he made the comment that it was not like he was stealing from a human being.

Charley Cheap is another person that has been arrested many times for shoplifting. He has been identified and treated as a kleptomaniac. He has an attitude that prices are set on merchandise to reach an extraordinary profit. He uses several methods, such as handling more than one item at a time and palming.

FIFTH CRIME

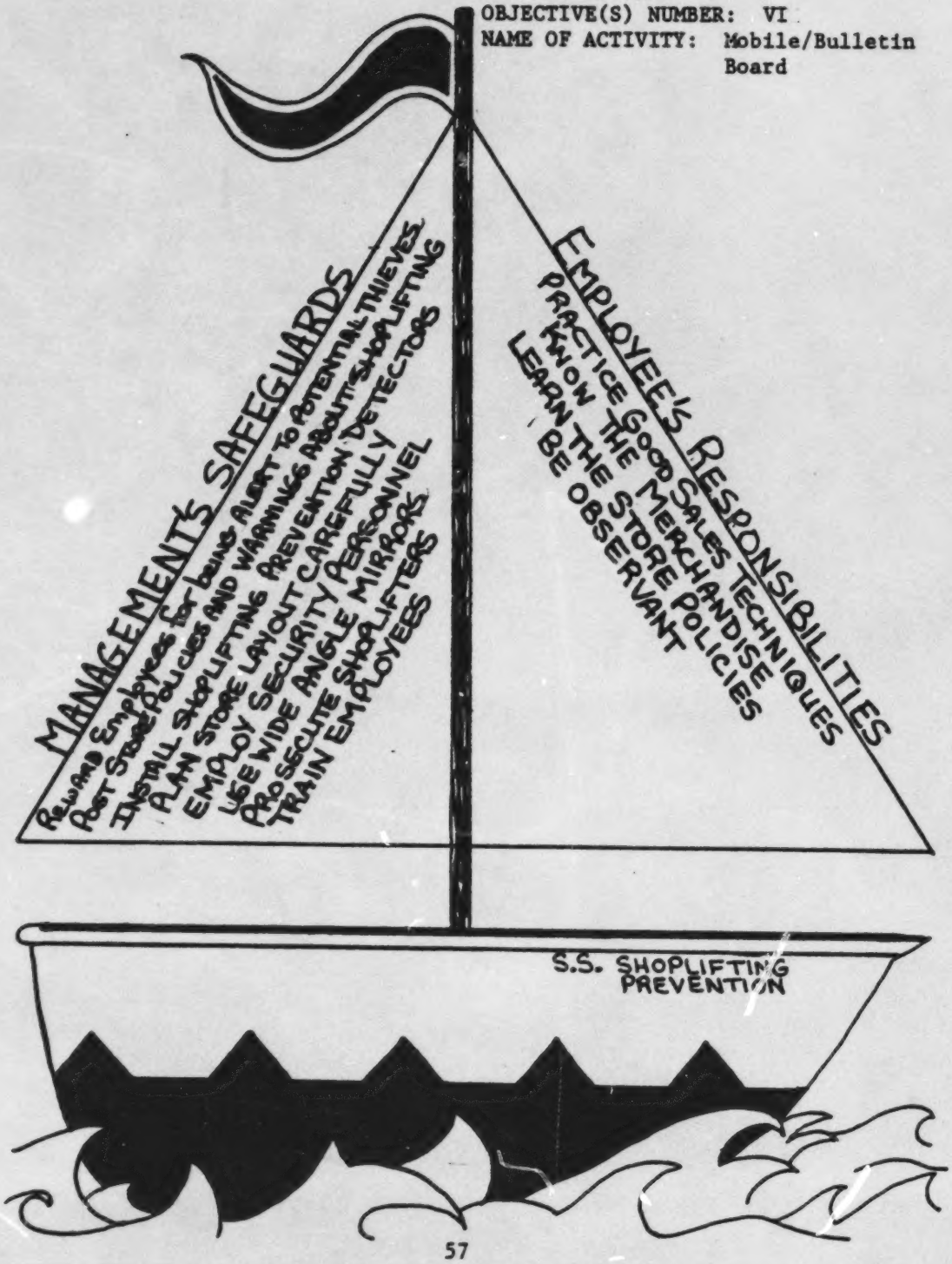
Hannah Homey is another convicted felon. She always wants to go to court to sue the company when suspected of shoplifting. It has gotten to a point that when the sales people see her in the store shoplifting, they let her go because she always makes such a fuss in front of the other customers and nothing is ever done anyway.



SIXTH CRIME

Danny drugger is the local drug addict. He has been apprehended for shoplifting usually using the running method. When questioned, he always says that he needs the money for drugs. He always goes after higher priced merchandise.

UNIT NAME: Shoplifting Prevention
UNIT NUMBER: IV
SECTION LETTER: B
OBJECTIVE(S) NUMBER: VI
NAME OF ACTIVITY: Mobile/Bulletin Board



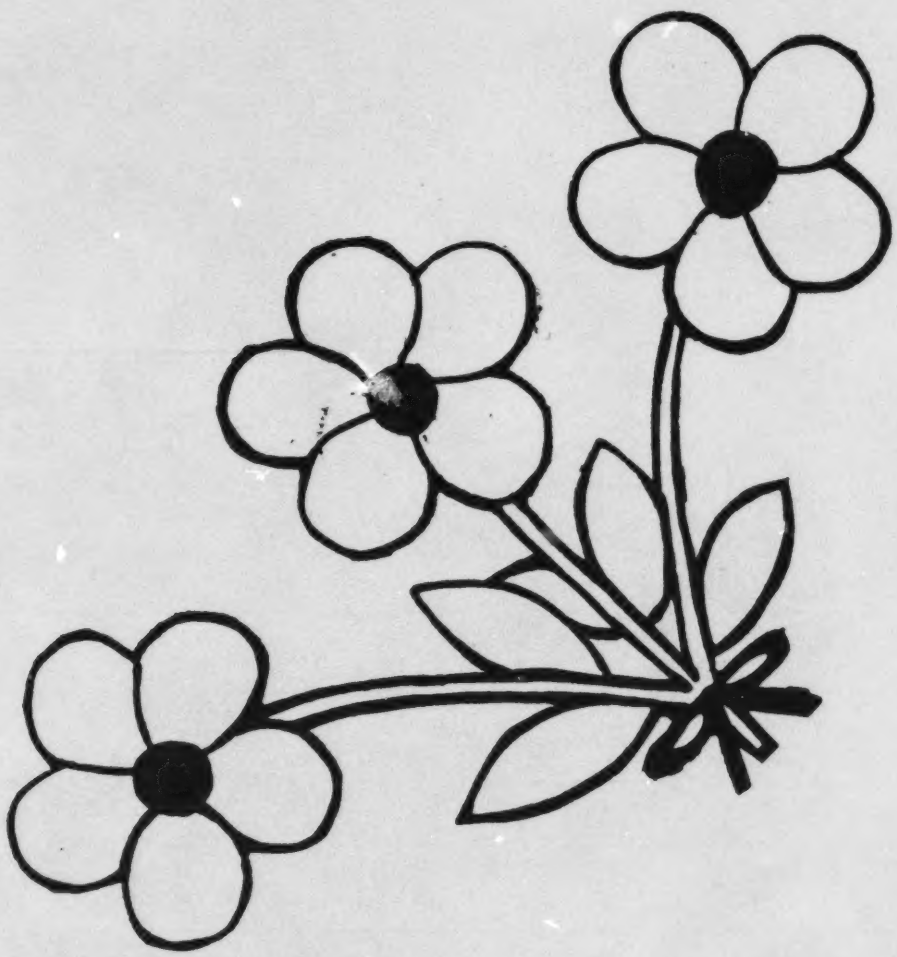
57

UNIT NAME: COMMUNICATION
UNIT NUMBER: V
SECTION LETTER: B
OBJECTIVE(S) NUMBER: Display of Objectives
NAME OF ACTIVITY: Bulletin Board

DIRECTIONS:

1. Use the top two petals of the middle daisy to identify the purpose of the bulletin board. It should read "Objective of Communication."

2. Use the rest of the petals to identify the specific objectives. One objective per petal.



UNIT NAME: COMMUNICATION
UNIT NUMBER: V
SECTION LETTER: I
OBJECTIVE(S) NUMBER: 1 -- Match terms associated with communications to the correct definitions
NAME OF ACTIVITY: The Daisy Association Game

Directions:

Construct the daisy with poster board and a metal brad.
- cut one petal for each term out of the poster board
- write a definition of one of the terms on each petal
- write the terms in the center of the daisy
- attach the ends of the petals to the back of the flower's center using the metal brad so that a petal can be moved around the daisy and matched with the terms written in the flower's center.

WRITTEN ANNOUNCEMENTS
INFORMAL COMMUNICATION SYSTEM WHICH EXISTS IN ALL ORGANIZATIONS
ALL THE WAYS BY WHICH MEANING IS CONVEYED FROM ONE PERSON TO ANOTHER
RETURNING TO THE BEGINNING SOURCE
PUTTING ONESELF IN OTHER PERSON'S POSITION
PUBLICATIONS PRINTED BY NON-PROFIT ORGANIZATIONS TO DISSEMINATE INFORMATION ABOUT THE ORGANIZATION
MAGAZINES PRODUCED BY COMPANY TO BUILD MORALE AMONG THE EMPLOYEES
GRAPEVINE
MEMO
HOUSE ORGANS
TRADE JOURNALS
EMPATHY
FEEDBACK
COMMUNICATION

UNIT NAME: COMMUNICATIONS
UNIT NUMBER: V
SECTION LETTER: B
OBJECTIVE NUMBER: 3 -- Select from a list ways to achieve effective communication.
NAME OF ACTIVITY: Charades

WAYS TO ACHIEVE EFFECTIVE COMMUNICATION

Instructions:

1. Divide the class into two teams.
2. Write one of the eight ways to achieve effective communication on a sheet of paper and fold. Do this for all of the eight ways.
3. Have one member from each team draw a slip of paper and pantomime using charade techniques.
4. Maximum time: 5 minutes per member.

Eight Ways to Achieve Effective Communication:

1. Encourage questions and participation
2. Use examples to illustrate main ideas
3. Use the kind of language the listener will understand
4. Respect the listener
5. Get to the point
6. State clearly why orders are given
7. Pay attention
8. Make allowance for those who have something to say but lack ability or knowledge

Some Charade Techniques:

1. Hold up fingers for number of words.
2. Hold up fingers for which word you are acting out at the time. (i.e., 1st, 2nd, etc.)
3. Touch sleeve with number of fingers indicating number of syllables in the word.

4. Pull ear lobe to mean "sounds like."

5. Make up symbols with your team members for articles, such as "a," "an," "the," "them," "is," etc.

UNIT NAME: COMMUNICATIONS
UNIT NUMBER: V
SECTION LETTER: B
OBJECTIVE NUMBER: 4, 5, 6 -- Discuss the proper way to introduce yourself, others, and acknowledge introductions.
NAME OF ACTIVITY: Role play and posters

After discussion of proper introductions the students will draw posters indicating ways to introduce individuals. Stick figures are allowed. The students will then role play their poster. All must include the acknowledgment.

Posters could be:

1. Introducing yourself
2. Introducing men to women
3. Introducing younger people to older people
4. Introducing subordinates to superiors

UNIT NAME: COMMUNICATIONS
UNIT NUMBER: V
SECTION LETTER: B
OBJECTIVE NUMBER 7 -- Select from a list, ways to carry on a causal conversation.
NAME OF ACTIVITY: Word Jumble

CARRYING ON CASUAL CONVERSATION

Unscramble the following statements to discover the techniques of carrying on good casual conversation.

1. TSSONIEQU KSA CREVCISD OT S'ONRESP HTORE TNIEERTSS.

_____

2. SCITILOP NAD NOIGILER SA CHUS STCEJBUS LAISRE VORTNOC DIOVA.

_____

3. RPAIGEETN AODVI ANYNNOIG ADN WRSOD PRSSHAE.

_____

4. OD TNO EZILMONOPO ETH NCONOITSAREV.

_____

5. RENETISL EB A OODG KNITH LLWI ELPOEP DNA REA UOY A TGERA REVNOC TASIONTSILA.

_____

6. TNO OD LALC NA RDOEL NSEORP YB SHI/RHE TRFSI EAMN SENSLU NVGIE NISMEPRISO.

_____

7. LOWFOL GLESIN RDWO SWERSAN THWI HET CONPER'S MENA NAD A PLESIM TNEMSTATE OT KEMA HET PLYRE NDSOU LYDNEFRI.

_____

8. YAS YLDNEIRF SESARHP HCUS SA ODOG INGNROM YLLACITAMOTUA.

_____

9. AODIV UIGSN YUOR HNADS OTO MCUH WIEHL TLIGAKN.

_____

UNIT NAME: COMMUNICATION
UNIT NUMBER: V
SECTION LETTER:
OBJECTIVE(S) NUMBER: 8 — Select from a list those things which should be done to give directions and instructions clearly.
NAME OF ACTIVITY: Giving Directions Effectively

Special Equipment Needed:

1. Local city maps (one per student)
2. Opaque projectors

Good directions are not as easy to give as many people think. This exercise has been designed to prove this point.

1. Have each student write directions from school to her/his home. After completing the directions, have them exchange written directions with someone else.

2. Pass out city maps. Instruct students to follow, word for word, the written instructions. After they have reached what they think is their destination, have them check and see if they are where they should be.

3. Using the opaque projector and a city map, go over some of the written instructions and analyze the good and bad points. Try to do all of the directions in front of the class.

UNIT NAME: COMMUNICATIONS
UNIT NUMBER: V
SECTION LETTER: B
OBJECTIVE NUMBER: 9 -- Discuss factors necessary for communicating product information.
NAME OF ACTIVITY: Crypt-O-Gram

CRYPT-O-GRAM

Each letter below each blank represents another letter such as:

L	O	N	G	F	E	L	L	O	W
C	A	F	N	W	X	C	C	A	J

(This example doesn't use the same guide as the one below).

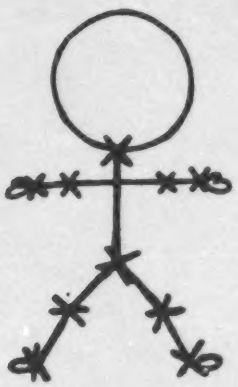
g equals f
s equals y
o equals g
p equals i
c equals b

Figure out the rest of the letters yourself:

| | | |

UNIT NAME: COMMUNICATION
UNIT NUMBER: V
SECTION LETTER: B
OBJECTIVE(S) NUMBER: 12 — Distinguish between positive and negative gestures, expressions, and stances.
NAME OF ACTIVITY: The Body Language Figure

Directions: Make a life-size figure from posterboard and brads. (One teacher traced the Pink Panther from a coloring book by using an opaque projector. She also used the Pink Panther for bulletin boards, mobiles, and visually presenting the specific objectives. Thus, she had a colorful theme which the students enjoyed.) Place the brads at the joints so each part of the figure is moveable. See the illustration below. "X" indicates the brads.



The teacher will then instruct the students to position the figure to show one of the following stances.

Show: POSITIVE	NEGATIVE
1. Friendly attitude	1. Nervousness
2. Aggressive	2. Taking a firm stand with little chance of changing
3. Collected, poised	3. Lack of energy
4. Cheerful	4. Authority but maybe a little insecure
5. Competitive	5. Ownership, possession
6. Attentive	6. Anger, disgust
7. Graceful	7. Doubt
8. Thoughtful	8. Boredom
9. Interested	9. Critical Evaluation
10. Confident, cool	10. Deep thought or concern

Paper clips may be necessary to hold the figure steady.

UNIT NAME: HUMAN RELATIONS
UNIT NUMBER: I
SECTION LETTER: C
OBJECTIVE(S) NUMBER: 1 -- Match Terms Associated with Human Relations
NAME OF ACTIVITY: Winder Puzzle

WINDER PUZZLE

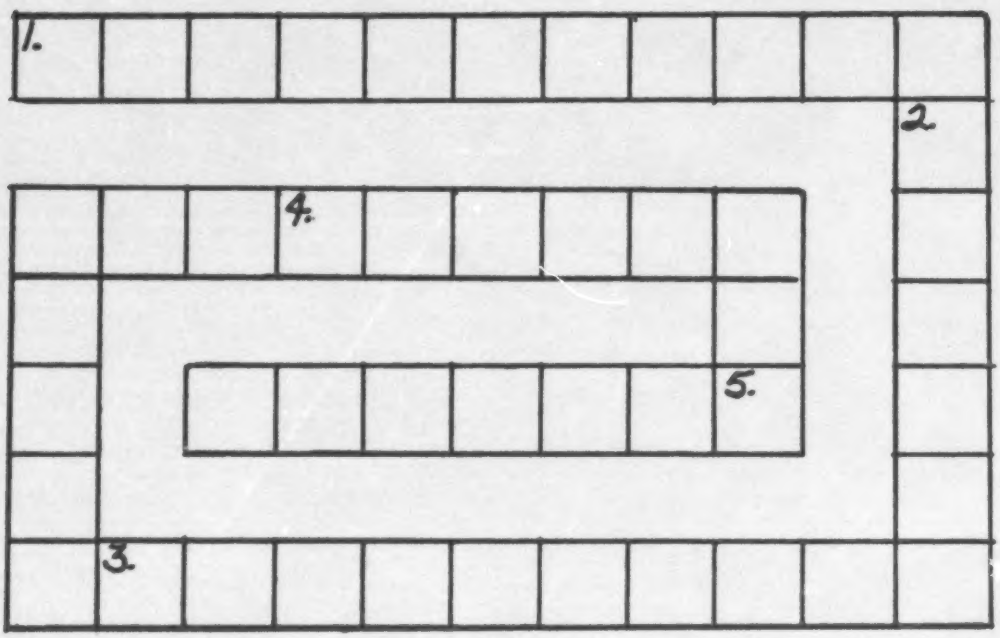
1. All the physical, mental, and emotional characteristics that make up a whole person.

2. Getting along with other people.

3. Feeling or emotion.

4. Making progress toward achieving a worthy goal.

5. Recognizing the worth of self and the worth of other people, their property, and opinions.



UNIT NAME: HUMAN RELATIONS
UNIT NUMBER: I
SECTION LETTER: C
OBJECTIVE(S) NUMBER: 5 - 10
NAME OF ACTIVITY: Basketball

BASKETBALL RULES

Choose two captains and let them divide up the players. After the teams have been selected, a name for the team must be chosen.

Each team gets a shot at the basket by being asked a question from the unit. The opposing team has a chance to block by expressing their belief that the answer is right or wrong, thus confusing their opponents. Then the shooting team has the opportunity to change or stay with their initial answer. If the shooting team is correct with their final answer, they receive 2 points.

The opposing team then receives the ball and has their opportunity to "shoot."

Several questions have bonus points (1 point per answer) which may be received simply by answering the initial question correctly without being blocked and answering the bonus question. The opposing team has no opportunity to block on these bonus shots.

The winning team is the one with the most points at the end of the game.

UNIT NAME: HUMAN RELATIONS
UNIT NUMBER: I
SECTION LETTER: C
OBJECTIVE(S) LETTER: 11 -- Select from a list desirable characteristics of employees.
NAME OF ACTIVITY: Granny's Cupboard

DIRECTIONS: Each student names a characteristic from the curriculum guide. The next student gives the previous characteristic plus a new characteristic from the list. In other words, each student repeats all previous answers given beforehand, as well as his/her answer. When a student misses, she/he is out of the game.

Students can list any of the following:

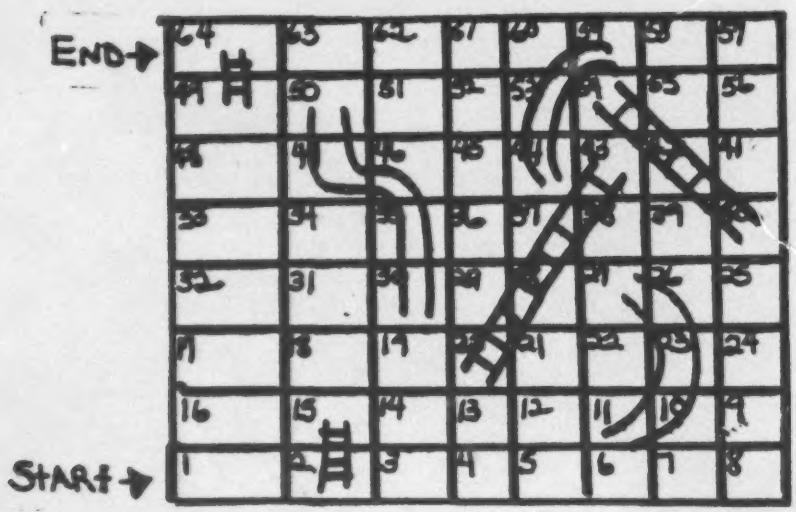
1. Politeness
2. Patience
3. Leave personal problems at home
4. Punctuality
5. Good attendance
6. Honesty
7. Neat appearance
8. Good grooming
9. Smiling
10. Not talking too much
11. Lack of jealousy
12. Positive attitude
13. Tact
14. Dependability
15. Perserverance
16. Enthusiasm
17. Interest in job
18. Assuming responsibility
19. (Additional answers may be given after the previous anwers have been used.)

UNIT NAME: HUMAN RELATIONS
UNIT NUMBER: I
SECTION LETTER: C
OBJECTIVE(S) NUMBER: Review for Unit Test
NAME OF ACTIVITY: Chutes and Ladders

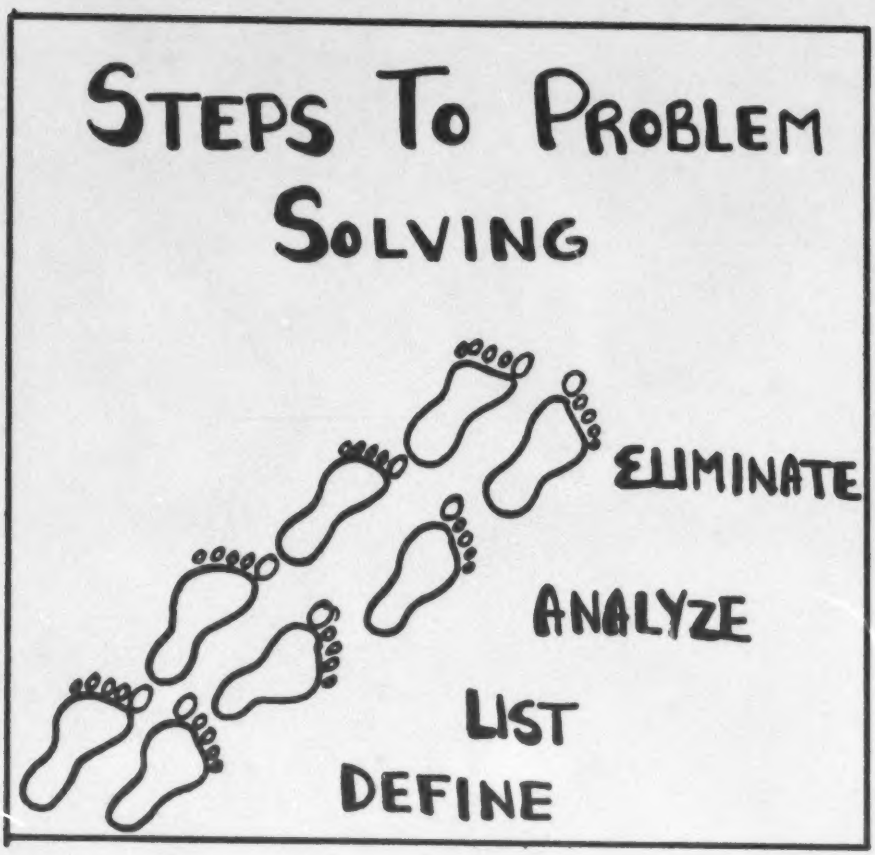
PLAYERS: 2-4
MATERIALS: Game Board (Illustrated)
Markers for Players
Cards with Questions/Answers

DIRECTIONS:

Place cards face down. One student will draw the top card and read the question to the player on the right. If the student on the right answers correctly, he/she will move forward one space. If the student does not answer the question correctly the question will go to the next student. If no one can answer the question it is placed at the bottom of the pile. A second student will draw a card and proceed the same way. If a student lands on a ladder, he/she will slide down. If a student lands on a chute the student will move up. The first one to complete the board will be the winner.

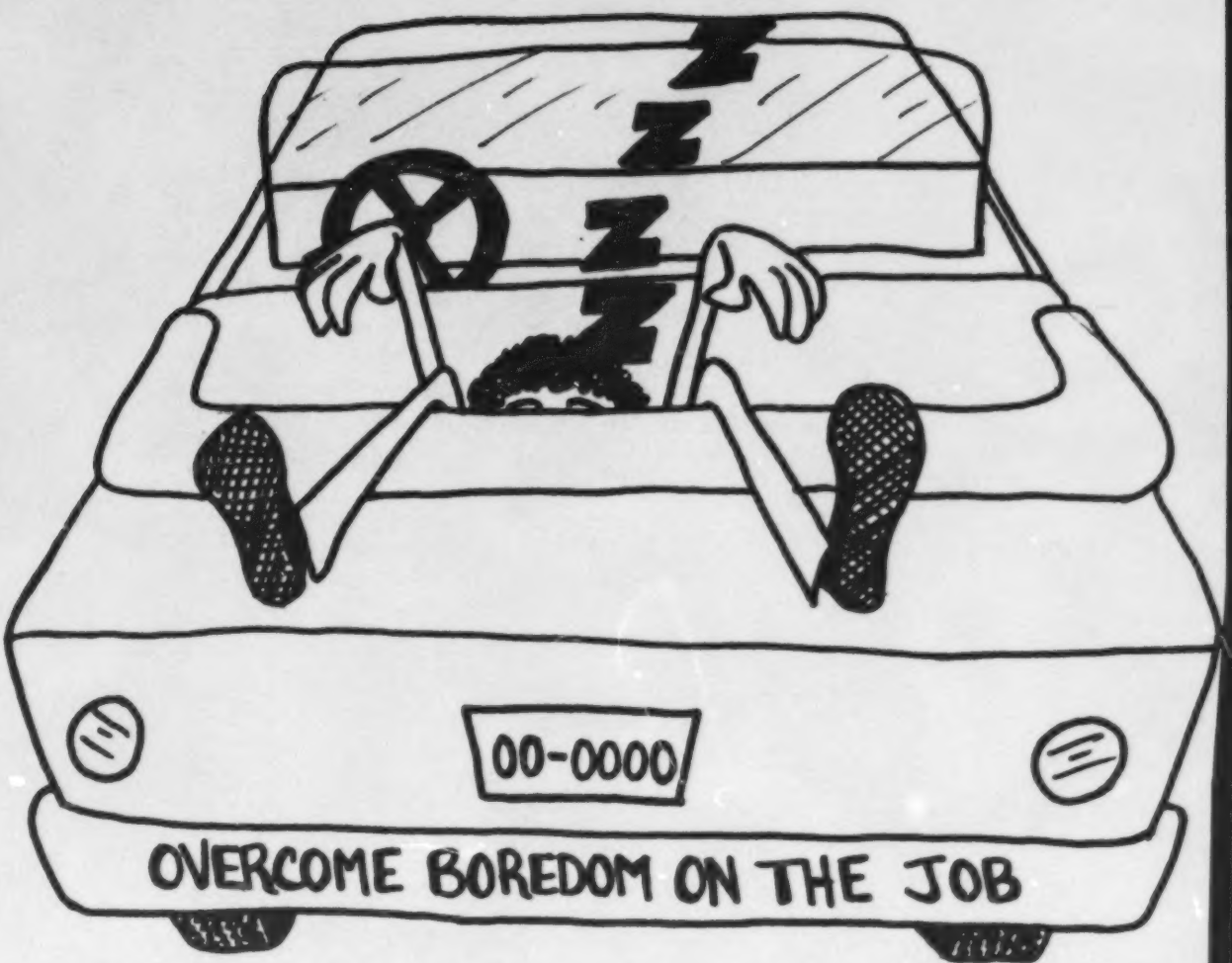


UNIT NAME: HUMAN RELATIONS
UNIT NUMBER: I
UNIT LETTER: C
OBJECTIVE(S) NUMBER: 19 — Arrange in order the steps to solve problems.
NAME OF ACTIVITY: Bulletin Board



UNIT NAME: HUMAN RELATIONS
UNIT NUMBER: I
SECTION LETTER: C
OBJECTIVE(S) NUMBER: 13 — List ways to overcome boredom on the job.
NAME OF ACTIVITY: Bulletin Board

NOTE: To preserve bulletin boards for future use, cover the parts with clear shelf paper.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OVERCOME BOREDOM ON THE JOB

UNIT NAME: PRE-APPROACH, APPROACH, DETERMINING NEED
UNIT NUMBER: I
SECTION LETTER: D
OBJECTIVE(S) NUMBER: 5 -- Select from a list true statements about selling approaches.
NAME OF ACTIVITY: Bulletin Board/Transparency Master

NOTE: Only show part of the transparency at a time. An alternative is to trace one set of faces using the opaque projector and use them on a flannel board. You may need to place tape on the back to make them stick to the board. Then change the words on the board as you discuss the objective.

UNIT NAME: PRE-APPROACH, APPROACH AND DETERMINING NEEDS
UNIT NUMBER: I
SECTION LETTER: D
OBJECTIVE(S) NUMBER: 1, 3, 4, 7, 9
NAME OF ACTIVITY: Crossword Puzzle

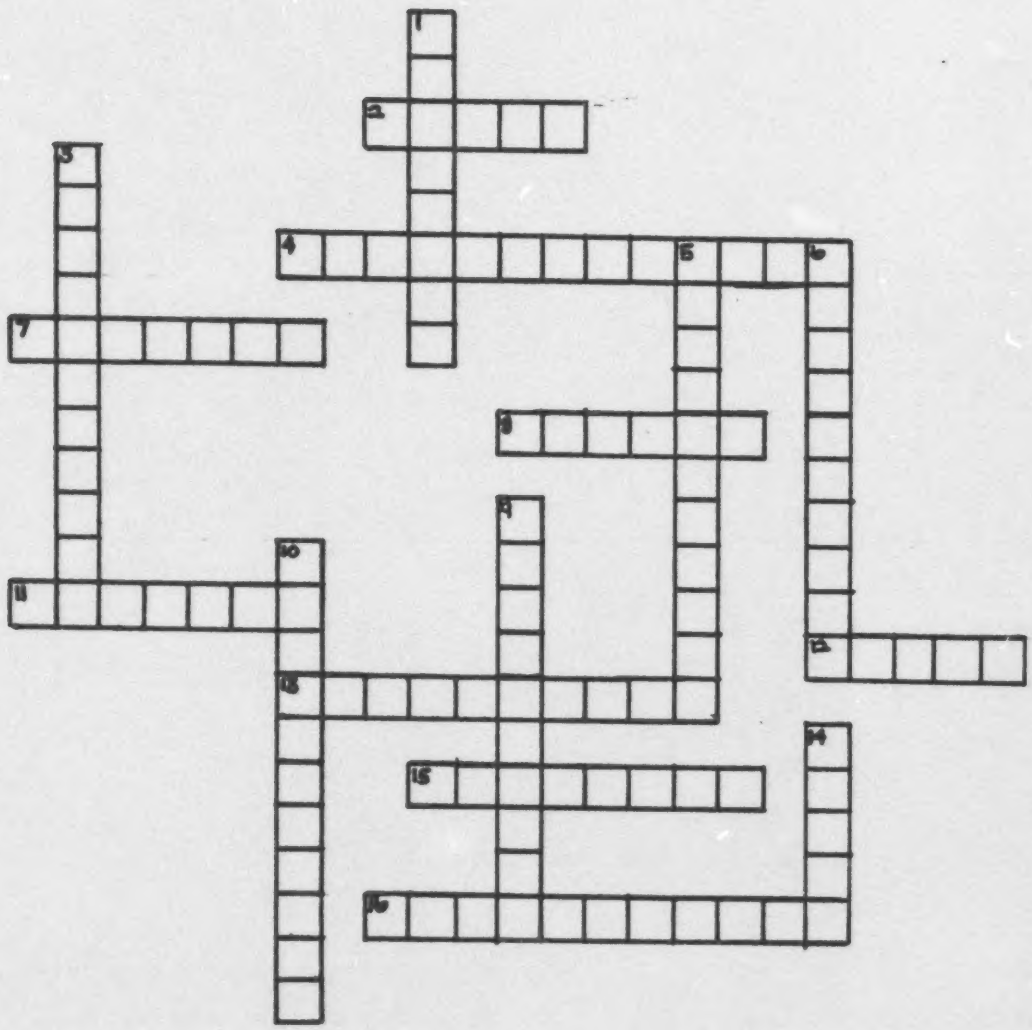
ACROSS

2. Ask questions to determine customers _____.
4. Reasons people buy products.
7. A product manual is one of the _____ of product information.
8. Predetermined amount of pay.
11. One of the kinds of selling approaches.
12. Learn and use customers' _____ throughout the sales process.
13. Paying a person a percentage of his/her sales.
15. One way of obtaining product information is through trade association _____.
16. Preparations for selling.

DOWN

1. Another type of selling approach.
3. You should _____ new customers when already busy with a customer.
5. Customer and product _____ are important for all salespeople.
6. _____ selling is one of the eight steps in a sale.
9. Goals or assignments either in dollars or units for a specific period of time.
10. Another kind of selling approach.
14. On determining the speed when approaching a customer, you should _____ the customers pace.

Pre-approach, Approach and Determining Needs

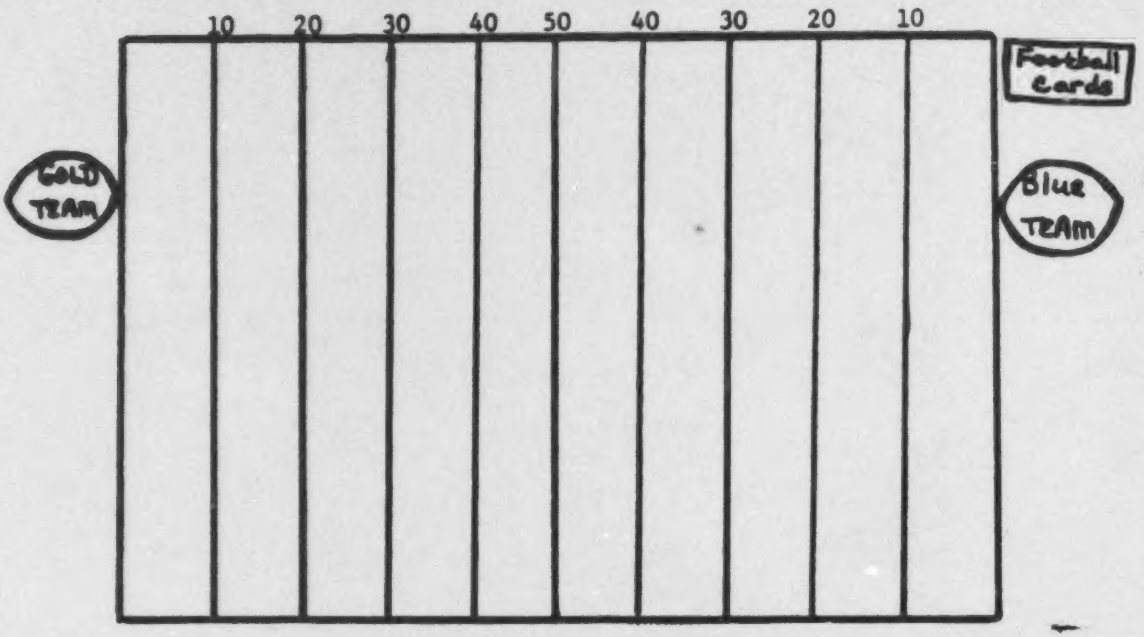


UNIT NAME: PRESENTATION
UNIT NUMBER: II
SECTION LETTER: D
OBJECTIVE(S) NUMBER: 3,4,5,6
NAME OF ACTIVITY: Football Game

NOTE: Many of the games in this publication can be used in several different units with slight modifications of content.

PLAYERS: Students are divided into two teams

DIRECTIONS: Teams begin on the 20 yard line. Draw a football card (playing card with question). Answer the question. A correct answer allows the team to move ten yards. Two construction paper footballs may be used for game tokens. If a wrong answer is given, the team is penalized ten yards. When the team reaches the goal line they score a touchdown (six points). To get extra points, draw another card. If the question is answered correctly, the team receives two extra points. Continue the game until all cards are used. The team having the highest score is the winner.



NOTE: Draw football field on chalkboard or posterboard, or use a flannel board. Some persons have made permanent football game boards from green carpet samples.

Example Questions: (Answers found in DE II Course of Study)

1. During a sales presentation, should the customer or the sales person mention price first?

2. If the customer does not indicate any particular price range, what should you show her/him first - low, medium, or high price range?
3. If only two price ranges exist, should you show lower or higher priced first?
4. If no quantity preference is shown, which should you show first - larger or smaller quantities?
5. What should you do with items when the customers indicate a lack of interest?
6. Should you replace unwanted items with others in which the customer may be interested?
7. Where do you concentrate your attention when a customer is with a friend?
8. When a group of people are shopping together, who should you sell to?
9. What should you remember when children are shopping with their parents?
10. If there is no way to get a product for a customer within a reasonable period of time, what should you do?

True-False

11. You should approach price with a negative statement.
12. Generally you should show no less than three items at once.
13. When showing merchandise, gradually increase the selection until a buying decision is made.
14. When husband and wife are shopping together, always concentrate on the husband.
15. Never criticize competitors or their products.

UNIT NAME: PRESENTATIONS
UNIT NUMBER: II
SECTION LETTER: D
OBJECTIVE(S) NUMBER: 7 -- State ways of recognizing and helping different types of customers.
NAME OF ACTIVITY: What's My Line?

TEACHER/STUDENT PREPARATIONS:

A. Write customer types and descriptions of each type of customer on slips of paper for use by the "mystery customer." (You may want to give the customers a name, e.g., the impulsive customer could be Impulsive Irene.)

B. Use information sheet in curriculum to prepare "clue sheets" for students to use in order to guess the type of customer.

Example: Impulsive Irene would have the following clues:

1. "Wants to buy quickly."
2. "Doesn't want detailed information."
3. "Changes mind frequently."
4. "Give quick service."
5. "Give quick, to-the-point answers."

C. Prepare two containers; one to hold the customer types and descriptions, and one to be used for the "clue sheets."

D. Prepare a set of cards with numbers from 1-10.

E. List all customer types on chalkboard before class begins.

GAME PROCEDURES:

A. Select one person for each customer type to be "mystery customers."

B. Teams take turns and draw clue sheets from the container. They use the clues to ask the "mystery customer" questions.

1. If "mystery customer" answers "no" to a question, return the clue to container.
2. If "mystery customer" answers "yes" to the question, the team retains the clue.
3. After the group has received two "yes" answers, they can confer as a group and guess the type of customer. The "mystery customer" is holding cards numbered from ten to one. Each time mystery customer is asked a question, the top card is removed. When the team correctly guesses the type of customer, the number of points that is on the top card is earned.

C. Repeat the game with another "mystery customer" until all customers have played.

UNIT NAME: PRESENTATIONS
UNIT NUMBER: II
SECTION LETTER: D
OBJECTIVE(S) NUMBER: 7 -- Recognizing and helping different types of customers.
NAME OF ACTIVITY: Transparencies

These TM's can be used when discussing the different customer types as follows:

Impulsive customer - Impulsive Irene
Deliberate customer - Deliberate Delbert
Undecided customer - Undecided Eunice
Decided customer - Definitely Debbie
Very talkative customer - Friendly Fran
Silent customer - Silent Fred
Know-it-all customer - Know-It-All Nancy

WAYS TO HANDLE DIFFERENT CUSTOMER TYPES:

A. Irritable Irma (Transparency 1)

1. Offer a place to rest if possible
2. Lower your voice
3. Slow one's physical action
4. Do not argue
5. Practice empathy, consideration

B. Looking Lucille (Transparency 2)

1. Do not ride this customer
2. Stand at a distance

   (NOTE: Many times this customer will go right to the item she originally had in mind.)

3. Watch for shoplifting
4. Inform customer that you will be near if she/he needs help

   a. Give service
   b. Inform shoplifter that someone is watching

C. Snobbish Sylvia (Transparency 3)

1. Do not be offended by this customer
2. Quiet dignity is needed by salesperson
3. Be very pleasant
4. Appeal to exclusiveness

D. Undecided Eunice (Transparency 4)

1. Be patient but firm
2. Lead customer's choice very gently
3. Do not push too hard
4. Explain benefits, quality, special features
5. Slowly move rejected merchandise from customer's sight

E. Silent Fred (Transparency 5)

1. Observe actions; be tactful
2. Be patient
3. Offer assistance if needed
4. Keep a watchful eye for shoplifting

F. Know-it-all Nancy (Transparency 6)

1. Let customer do the talking
2. Will sell himself if handled properly
3. Let customer's opinion stand, if acceptable

G. Hard-to-please Hazel (Transparency 7)

1. Practice self-control
2. Use merchandise knowledge
3. Sell benefits, features
4. Do not push a decision
5. Give logical explanations

6. Customer needs more information

H. Cut-the-price Carole (Transparency 8)

1. Explain store policy
2. Guarantee
3. Store services
4. One price to all customers
5. Fair trade items
6. Be friendly and firm

I. Friendly Fran (Transparency 9)

1. Use tact
2. Be patient
3. Keep attention on product
4. Do not let customer control the situation

J. Shy Sam (Transparency 10)

1. Quicken the pace a little
2. Put customer at ease
3. Pay compliments if possible
4. Do not overreact
5. Be friendly and smile

K. Cultured Conrad (Transparency 11)

1. Do not engage in small talk
2. Take lead from the customer

L. Customer's friend Fannie (Transparency 12)

1. Give sales presentation to friend as well as to the buying Customer
2. Ask question "Don't you agree?" after the friend makes an agreeing statement

M. Impulsive Irene (Transparency 13)

1. Give quick service
2. Give short, fast answers to questions if possible
3. Quicken your actions

N. Deliberate Delbert (Transparency 14)

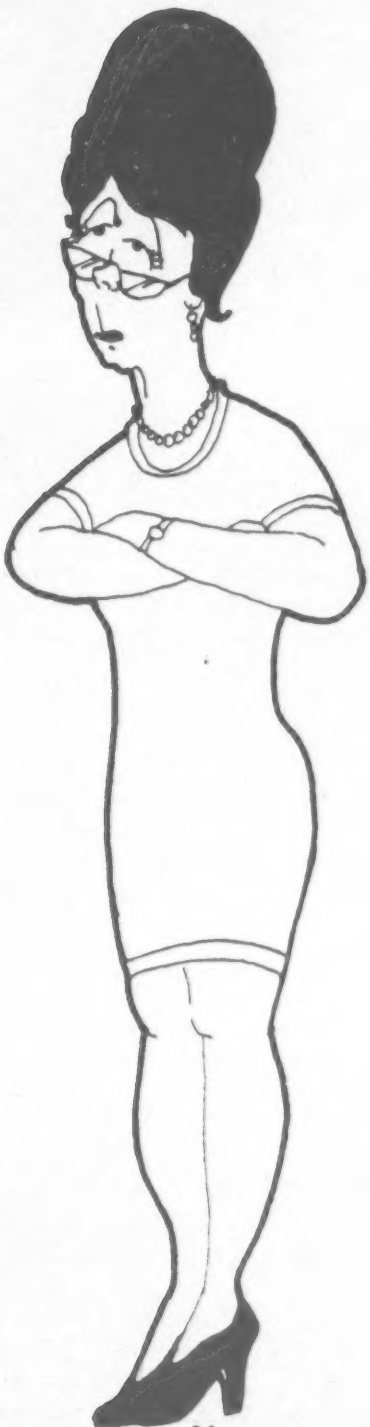
1. Do not rush
2. Give complete product information
3. Slow down actions a little

Irritable Irma

84

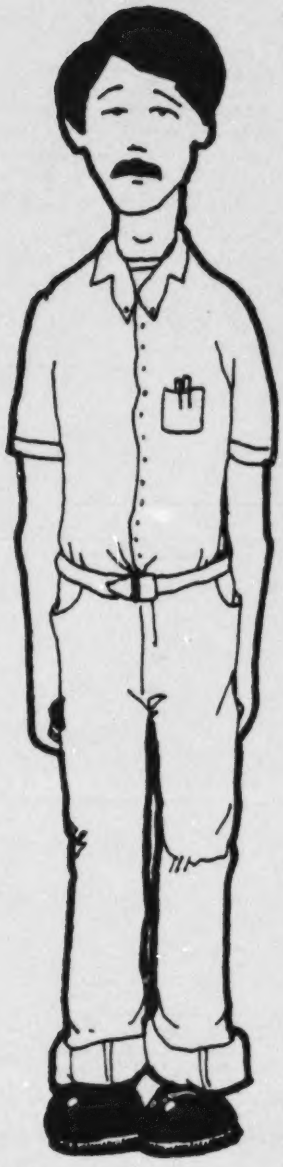
Locking Lucille

Snobbish Sylvia



Undecided Eunice

Silent Fred



88

Know-It-All Nancy

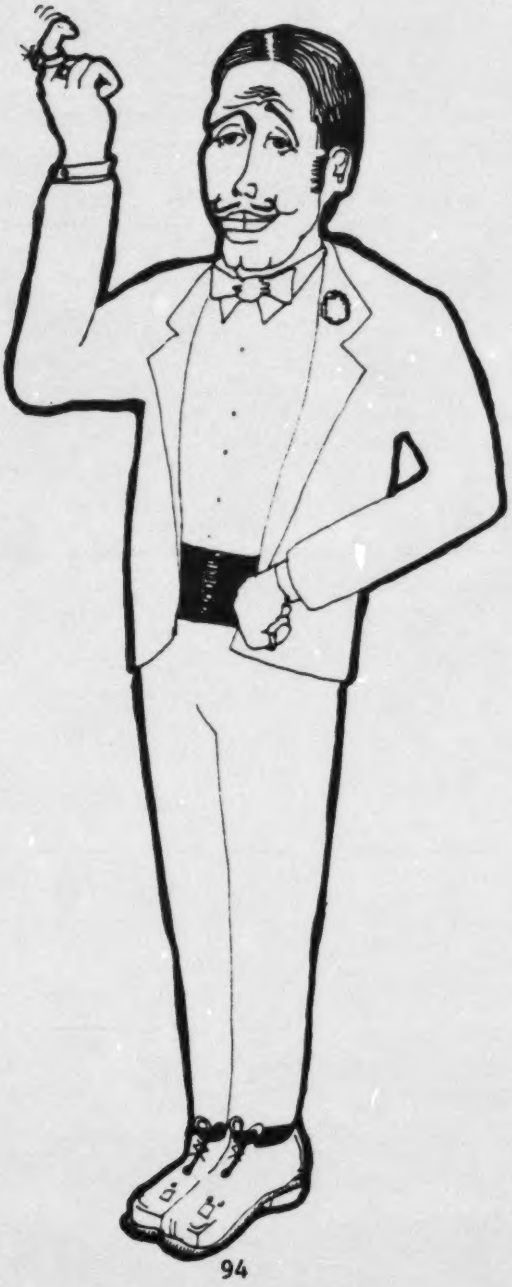
Hard-to-Please Hazel

Cut-the-Price Carole

Friendly Fran

Shy Sam

Cultured Conrad



Customer's Friend Fannie

impulsive Irene

Deliberate Delbert

UNIT NAME: OVERCOMING OBJECTIONS, CLOSE, SUGGESTION, SELLING AND REASSURANCE
UNIT NUMBER: III
SECTION LETTER: D
OBJECTIVE(S) NUMBER: 4, 10, 11, 13
NAME OF ACTIVITY: Million Dollar Pyramid Review Game

Duties of a Salesperson

Read Aloud & Give Clues: "Name these common duties of a salesperson other than direct selling."

Trying to Guess:		Example clues:
	1. Keeping records	1. forms, want slips, invoices
	2. Stockwork	2. receiving, marking, checking
	3. Housekeeping duties	3. sweeping, dusting, empty trash, wash windows
	4. Attending store meetings	4. training, announcements
	5. Handling returns and refunds	5. complaints, wrong size

Basic Questions

Read Aloud & Give Clues: "You should close a sale when all basic questions have been answered to the customer's satisfaction. Name these basic questions."

Trying to Guess:		Example clues:
	1. Do I need it?	1. wants, motives, satisfaction
	2. Should I buy it here?	2. competitors, down the street
	3. Will it satisfy my needs better than something else?	3. alternatives, other brands
	4. Am I willing to pay the price?	4. too high, bargain
	5. Should I buy it now?	5. later, delay, layaway installment

Substitute Selling

Read Aloud & Give Clues: "Name these things to remember when substitute selling."

Trying to Guess:		Example Clues:
	1. Show item quickly	1. fast
	2. Point out similarities	2. same, just like

3. Point out additional benefits	3.	more, "Have you thought about...?" "I'll bet you hadn't thought about...?"
4. Do not press a decision	4.	hard selling
5. Don't use the word "substitute."	5.	other, alternative, just as good

Verbal Signals

Read Aloud & Give Clues: "You should close a sale at any point during the sale where the customer gives signals that she/he is ready to buy. Name these verbal signals."

Trying to Guess:	Example clues:
1. Can I charge this?	1. credit, account, VISA
2. Do you install these?	2. put together, service
3. What kind of guarantee does this have?	3. warranty, make good, replacement
4. Do you think these go together?	4. match, same color, accessory
5. Do you charge for alterations?	5. shorten, lengthen, take-up, let out, cost, price

Action Signals

Read Aloud & Give Clues: "Name the action signals for closing a sale."

Trying to Guess:	Example clues:
1. Setting an item aside	1. move, put, separate
2. Re-examining an item	2. look again, pick up
3. Demonstrating the product by him/herself	3. working without help, trying without prompting
4. Nodding head in approval	4. yes, shaking
5. Silence	5. quiet

Trading Up

Read Aloud & Give Clues: "Name these things to remember when trading up."

Trying to Guess:	Example clues:
1. Suggest high quality merchandise	1. more expensive, better longer-lasting, new and improved

2.	Don't trade up just to increase the amount of sale	2.	money hungry, upgrade without benefit, commission possessed, forgetting customer benefits
3.	Place two items side-by-side	3.	comparison, together, move next to each other
4.	Point out additional benefits and features	4.	plus this and this
5.	Don't belittle lower priced merchandise	5.	put down, cheap

UNIT NAME: OVERCOMING OBJECTIONS, CLOSE, SUGGESTION, SELLING AND REASSURANCE
UNIT NUMBER: III
SECTION LETTER: D
OBJECTIVE(S) NUMBER: 4, 10, 11, 13
NAME OF ACTIVITY: Million Dollar Pyramid Review Game

NOTE: Always feel free to change rules to fit your local situation.

Objective: Try to get partner to name five items in chosen category within 60 seconds.

Teacher Preparation:

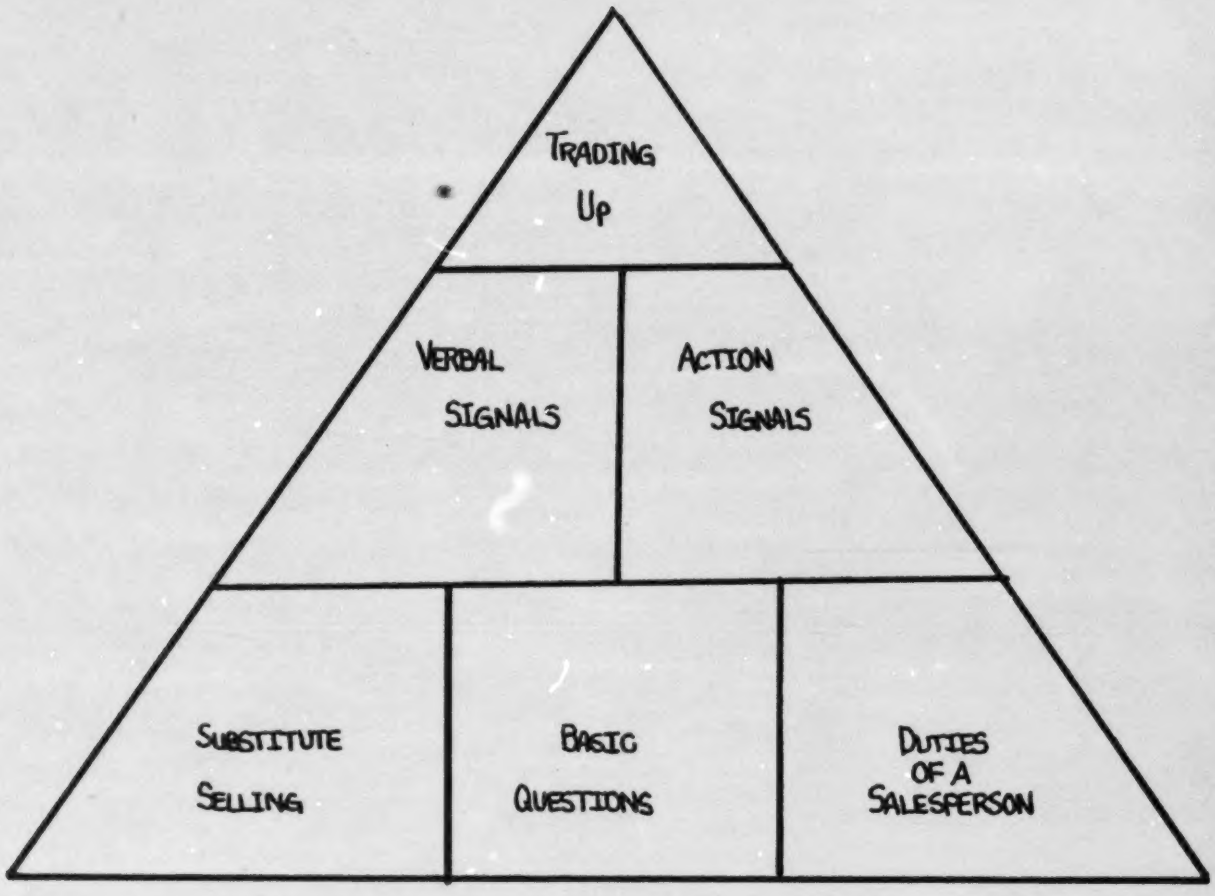
Make cards for each category on the game board. See example game board. (The game board may be drawn on posterboard, chalkboard, or made into a transparency.) List five items to be guessed on each card.

Participants: 2 teams of six members each
1 timekeeper
1 scorekeeper

Procedure:

Team A chooses a category from the pyramid. The first member of the team then gives clues to a second team member. Clues must not include key words from the card. The team receives one point for each item or phrase named by the second team member during 60 second periods. The first member should not stay too long on any phrase, and may indicate when going on to another phrase. Team B then follows the same procedure. Continue until all categories have been chosen. The team with the highest score wins.

MILLION DOLLAR PYRAMID



102

UNIT NAME: DISPLAY
UNIT NUMBER: I
SECTION LETTER: E
OBJECTIVE(S) NUMBER: All
NAME OF ACTIVITY: Battle of the Minds -- Review Questioning Technique

(NOTE: This is a take-off on the old-fashioned spelling bee.)

Directions:

Divide the class into two equal teams. Have each stand on opposite sides of the room. Then flip a coin to determine who begins. The beginning team selects one player to go to the front of the room to receive the first question.

The master-of-ceremonies asks a question. The first team's player answers the question either correctly or incorrectly.

Now two players from the opposing team must agree or disagree. (e.g., the first player agrees; the second player disagrees; so they go on to the third player who either agrees or disagrees. If he agrees, they go with the two agrees, but if he disagrees, they go with the disagrees.)

Next, the correct answer is given by the master-of-ceremonies. If the player on the first team gave the correct answer and the opposing team members disagreed, the two players on the opposing team must sit down and are out of the game. The player from the first team remains up front to receive the next question.

Anytime the answering team fools the opposing team, the opposing team loses two players and gets to answer the next question.

And anytime the opposing team is not fooled, the first team loses two players (one who answered and another selected from the remaining team) and gets to answer the next question.

The team who has the most people left standing at the end of the game is the winner.

UNIT NAME: DISPLAY
UNIT NUMBER: I
SECTION LETTER: E
OBJECTIVE(S) NUMBER: Review of All Specific Objectives
NAME OF ACTIVITY: Display Crossword Puzzle

Down:

1. Display used primarily to build customer goodwill
3. Emphasis given to an idea or item of merchandise to attract the customer's attention
5. Display in which color and design take preference over realism
7. Display used to show merchandise near related items, at the ends of aisles, and near the check-out counter
9. Words and printed material on a show card
11. Arrangements of letters and numbers on a show card
13. Spot within a rectangle where the eye naturally pauses
15. Colors that create the illustion of space by making objects look smaller or farther away
17. Display where the merchandise is protected from handling, dust, danger or theft
19. Display which attempts mainly to sell specific merchandise

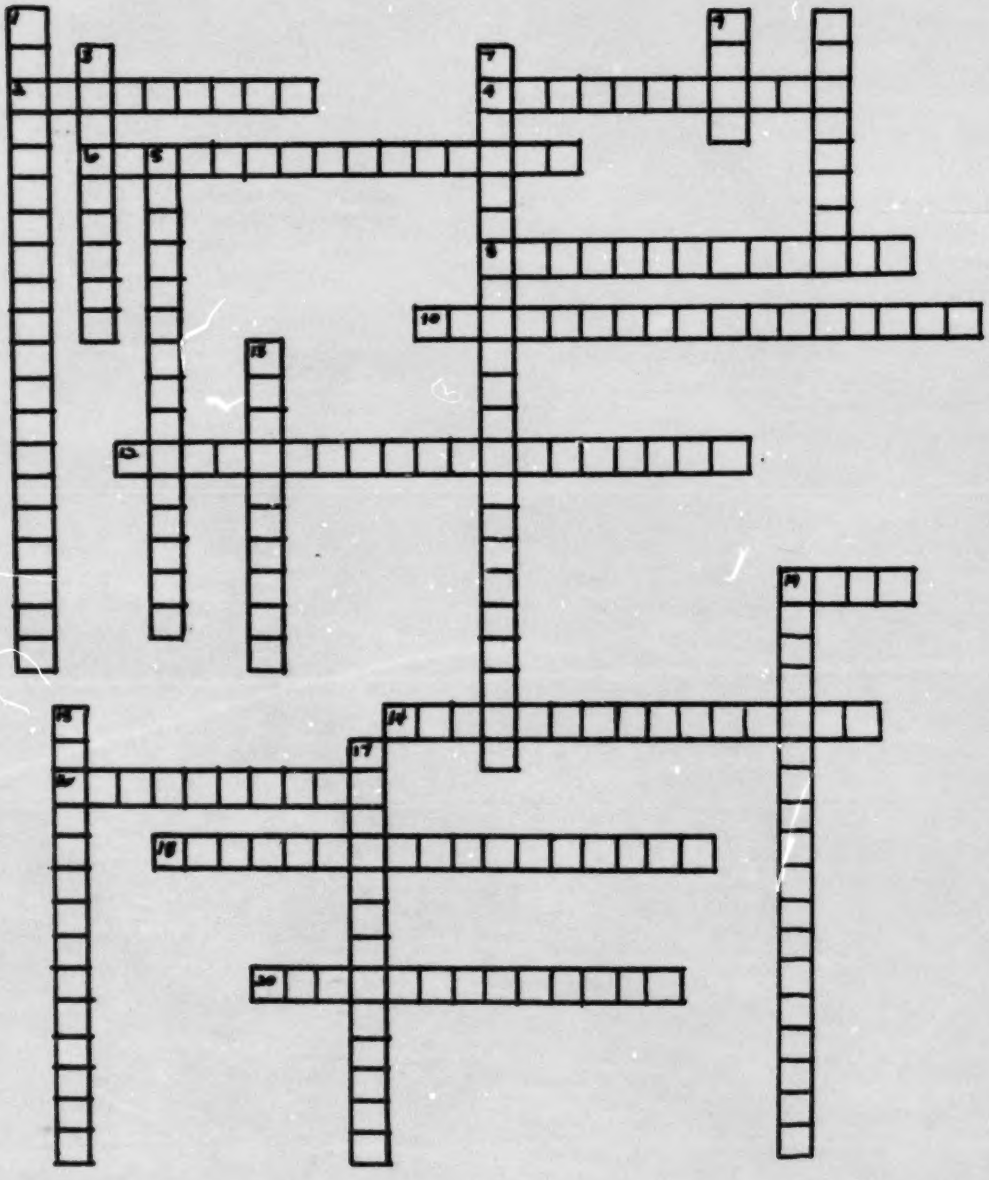
Across:

2. Signs used in displays to give information about the featured merchandise
4. Display used to show merchandise so that the customer may touch it
6. Elements of a display not spaced the same on both sides but which appear balanced by varying the distance of larger, heavier elements, various shapes, and colors
8. Elements spaced evenly on both sides of a display
10. Small, quick sketches that give an idea of how the finished display or show card will look
12. Impersonal selling through display
14. Colors that may appear to come forward or make objects look larger
16. Colors of the spectrum arranged in a circle and used to plan combinations of colors
18. Display in which merchandise is hung in mid-air by thin wire or string

19. Fixture used to build a display

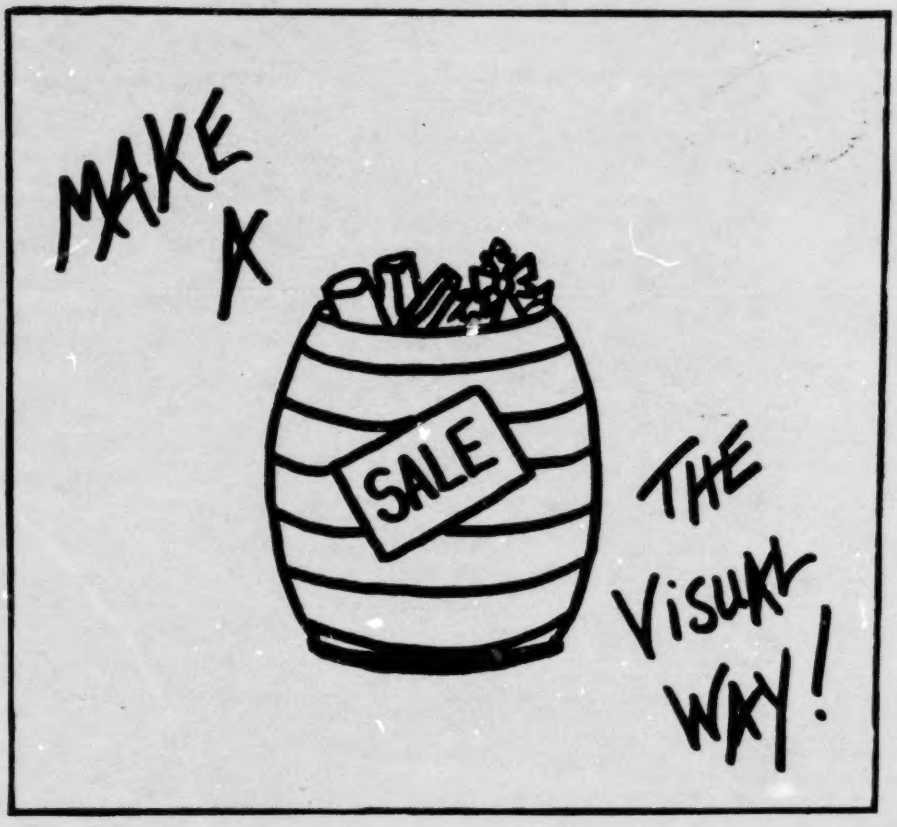
20. Point a little above the actual measured center

DISPLAY CROSSWORD PUZZLE



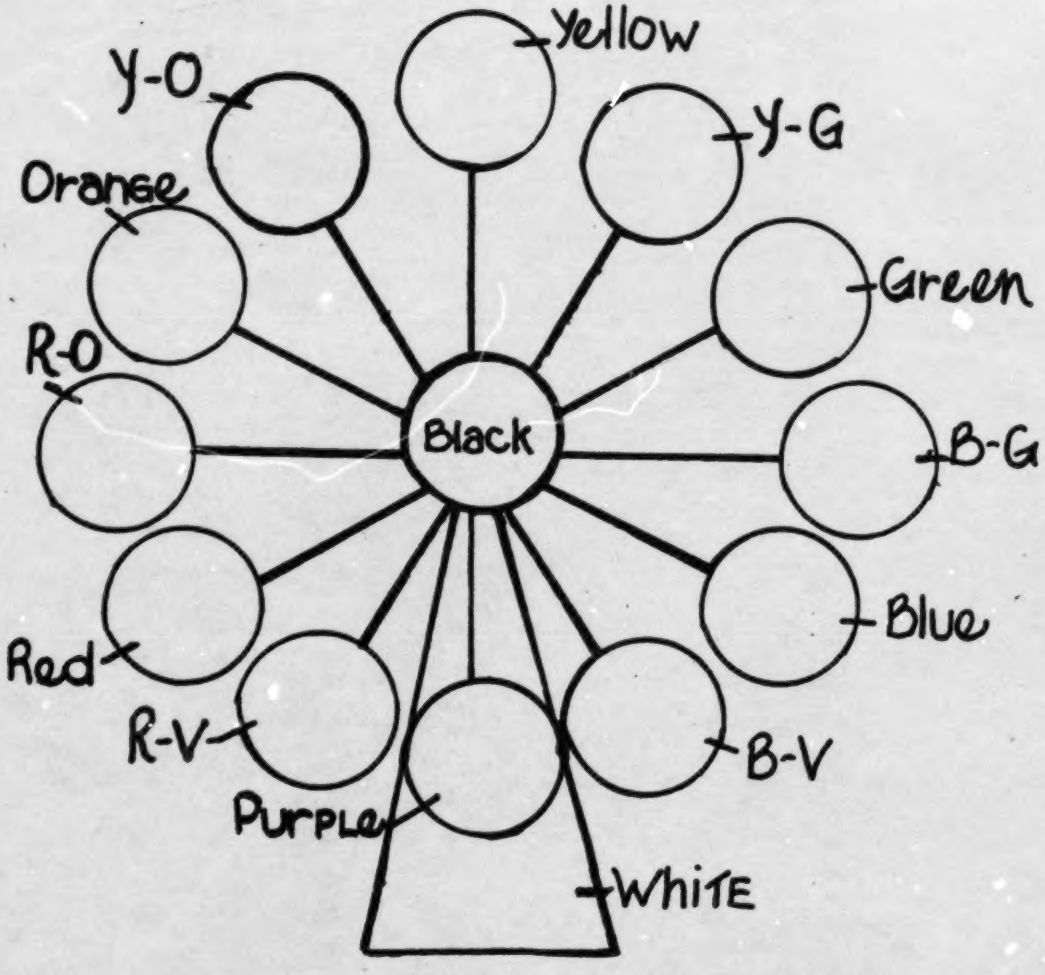
UNIT NAME: DISPLAY
UNIT NUMBER: I
SECTION LETTER: E
OBJECTIVE(S) NUMBER: All
NAME OF ACTIVITY: Bulletin Board-Introducing Unit

NOTE: Specific objectives may be placed on construction paper stuck inside a slit at the top of the barrel and pulled from the barrel as they are discussed in class.



UNIT NAME: DISPLAY
UNIT NUMBER: I
SECTION LETTER: E
OBJECTIVE(S) NUMBER: Presenting Specific Objectives
NAME OF ACTIVITY: Bulletin Board

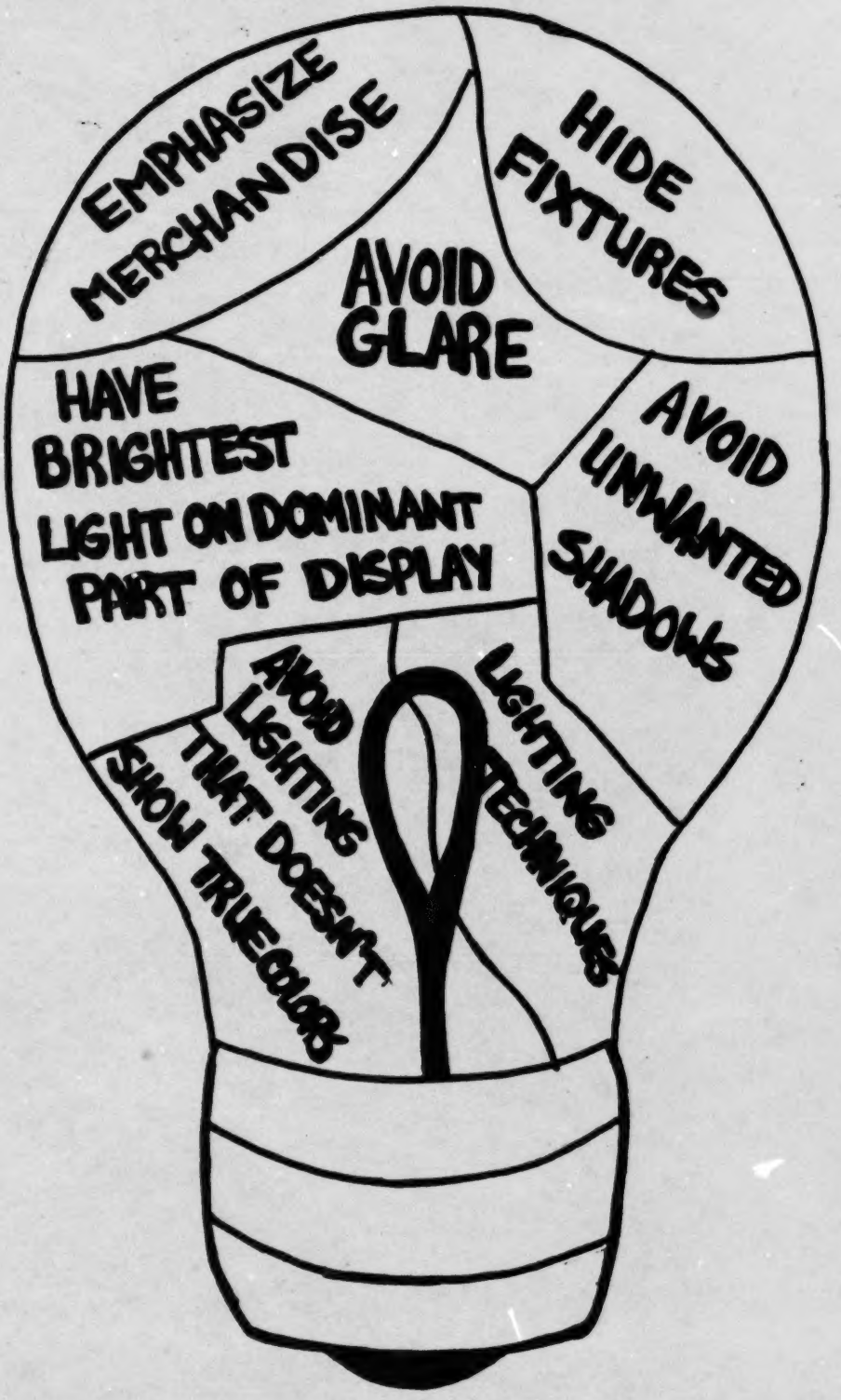
DIRECTIONS: Make a color wheel and on each circle write the objectives for the unit.



UNIT NAME: DISPLAY
UNIT NUMBER: I
SECTION LETTER: E
OBJECTIVE(S) NUMBER: 9
NAME OF ACTIVITY: Jigsaw Puzzle

Directions:

Duplicate and cut out the puzzles in the shape of a light bulb (see pattern on the next page). Have the students divide into groups and put the puzzles together. Recognition could be given to the fastest group.


EMPHASIZE MERCHANDISE
HIDE FIXTURES
AVOID GLARE
HAVE BRIGHTEST LIGHT ON DOMINANT PART OF DISPLAY
AVOID UNWANTED SHADOWS
AVOID LIGHTING THAT DOESN'T SHOW TRUE COLORS
LIGHTING TECHNIQUES

109

UNIT NAME: DISPLAY
UNIT NUMBER: I
SECTION LETTER: E
OBJECTIVE(S) NUMBER: 10 -- Select from a list true statements about handling customer requests for merchandise on display.
NAME OF ACTIVITY: Can of Squirms

Directions:

In a can place questions about individualized and personalized situations that can be answered from various points of view.

EXAMPLE:

What type of merchandise is currently being displayed in your store? Why?

How often are the displays changed in your store?

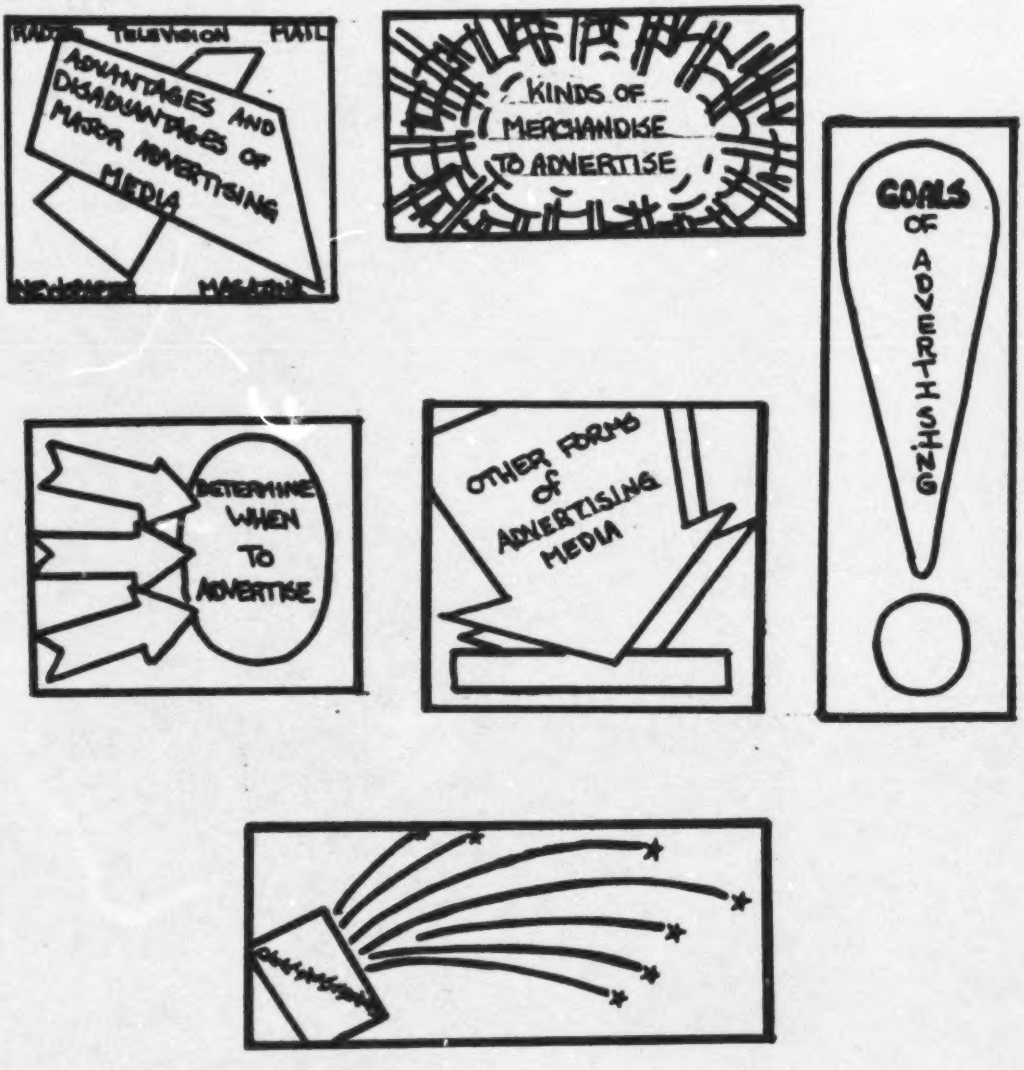
Students then draw questions from the can and answer them in front of the class.

(NOTE: Review questions and case studies may also be presented in this way.)

UNIT NAME: ADVERTISING MEDIA
UNIT NUMBER: I
SECTION LETTER: F
OBJECTIVE(S) NUMBER: Overview of Unit Objectives
NAME OF ACTIVITY: Bulletin Board

Directions:

The objectives to the unit, Adversiting Media, are placed on attention getters and then put on a bulletin board. There are a large variety of symbols that can be used, and this can be made very colorful. Examples of "attention-getters" can be found in the curriculum unit on Advertising layout.


RADIO TELEVISION PRINT
ADVANTAGES AND DISADVANTAGES OF MAJOR ADVERTISING MEDIA
KINDS OF MERCHANDISE TO ADVERTISE
GOALS OF ADVERTISING
DETERMINE WHEN TO ADVERTISE
OTHER FORMS OF ADVERTISING MEDIA

UNIT NAME: ADVERTISING MEDIA
UNIT NUMBER: I
SECTION LETTER: F
OBJECTIVE(S) NUMBER: 3 and 4
NAME OF ACTIVITY: Promotional Calendar

DIRECTIONS:

Each student will develop a promotional calendar for his/her training station. This promotional calendar must include at least three different promotional seasons (i.e., Christmas, Fourth of July, Back to School, etc), and at least three promotions for specific products. The student must include the rationale for his/her promotional strategy such as why he/she chose the day, week, month, and product to advertise. After the calendar has been completed the student should consult with training station sponsor for a realistic evaluation of the activity.

UNIT NAME: ADVERTISING LAYOUT
UNIT NUMBER: I
SECTION LETTER: F
OBJECTIVE(S) NUMBER: 2 -- Goals of Advertising
NAME OF ACTIVITY: Bulletin Board - Objective on Basketballs

UNIT NAME: ADVERTISING LAYOUT
UNIT NUMBER: II
SECTION LETTER: F
OBJECTIVE(S) NUMBER: 4-6
NAME OF ACTIVITY: Word Hunt

Directions:

(A) Find the words. There are words hidden below which pertain to "Advertising Layout". The clues are found on the next page (part B).

M	E	K	H	M	O	N	O	T	O	N	Y	L	A	K	M	N	K
F	A	L	S	G	F	V	S	T	G	F	X	Z	C	B	J	I	A
E	H	G	I	P	E	W	U	G	H	E	Y	S	P	O	T	H	T
F	D	B	A	J	E	A	R	D	H	I	R	J	N	K	D	E	T
F	A	C	M	Z	B	C	P	R	A	D	E	O	C	L	F	G	E
E	F	Z	P	O	I	C	I	I	K	F	A	O	M	O	I	R	N
C	I	Y	N	Q	S	N	J	A	E	R	D	P	D	R	J	X	T
T	D	E	Z	Y	N	R	E	L	L	B	E	Q	Z	E	D	P	I
I	H	A	A	B	I	W	U	S	T	T	R	A	N	L	I	T	O
V	J	B	U	T	A	U	V	A	W	E	Y	C	Y	A	N	O	N
E	C	F	L	Y	L	R	S	A	P	L	X	L	Y	T	W	S	R
L	Z	A	D	X	P	N	B	A	Z	E	Z	K	D	E	V	U	T
Y	R	P	W	Y	X	D	P	C	E	V	F	I	V	D	J	J	R
A	Q	A	J	M	E	S	F	D	Y	I	J	G	H	I	G	O	P
G	T	E	N	K	I	A	M	P	S	C	L	U	E	S	U	S	R
S	S	H	O	P	P	E	R	O	T	N	U	U	O	M	P	T	U
B	Q	D	O	D	O	M	I	N	A	N	T	N	P	Z	O	L	M

WORD HUNT

(B) Fill in the blanks. Then find these words hidden in the Puzzle A.

The four (4) purposes of a subheading are:

1.0 Breaks _____.

2.0 _____ the headline further.

3.0 Gives _____ to the main points in each block of copy.

4.0 Helps the _____ choose those parts of the ad in which he/she is most interested.

The four (4) ways to use illustrations correctly are:

5.0 Present merchandise _____.

6.0 Guide the reader's _____ to the advertising message.

7.0 Should have all _____ items priced.

8.0 May be the _____ attention-getter for the ad.

UNIT NAME: ADVERTISING LAYOUT
UNIT NUMBER: II
SECTION LETTER: F
OBJECTIVE(S) NUMBER: 13 -- Select from a list true statements about a sale ad.
NAME OF ACTIVITY: Assignment Sheet on Sale Ads

Find an ad which illustrates the following.

1) Should sell savings and merchandise. (You are selling merchandise at a good price.)

2) Should give a reason for the sale. (Examples: anniversary, special purchase from an overloaded manufacturer, season clearance, pre-inventory sale, etc.)

3) May emphasize price or the savings by comparing the sale price to the original.

UNIT NAME: MERCHANDISING
UNIT NUMBER: I
SECTION LETTER: G
OBJECTIVE(S) NUMBER: Introduce Unit
NAME OF ACTIVITY: Bulletin Board

Directions:

Trace the clown using an opaque projector or overhead projector. Make the clown's pants, jacket, and hat from different types of wallpaper which can be taken from a sample book. Make the hair from string or yarn. Use different color construction paper for the balloons or use real balloons filled with air and containing the objectives on slips of paper stuck inside the balloon. When ready to cover an objective, just break the balloon.

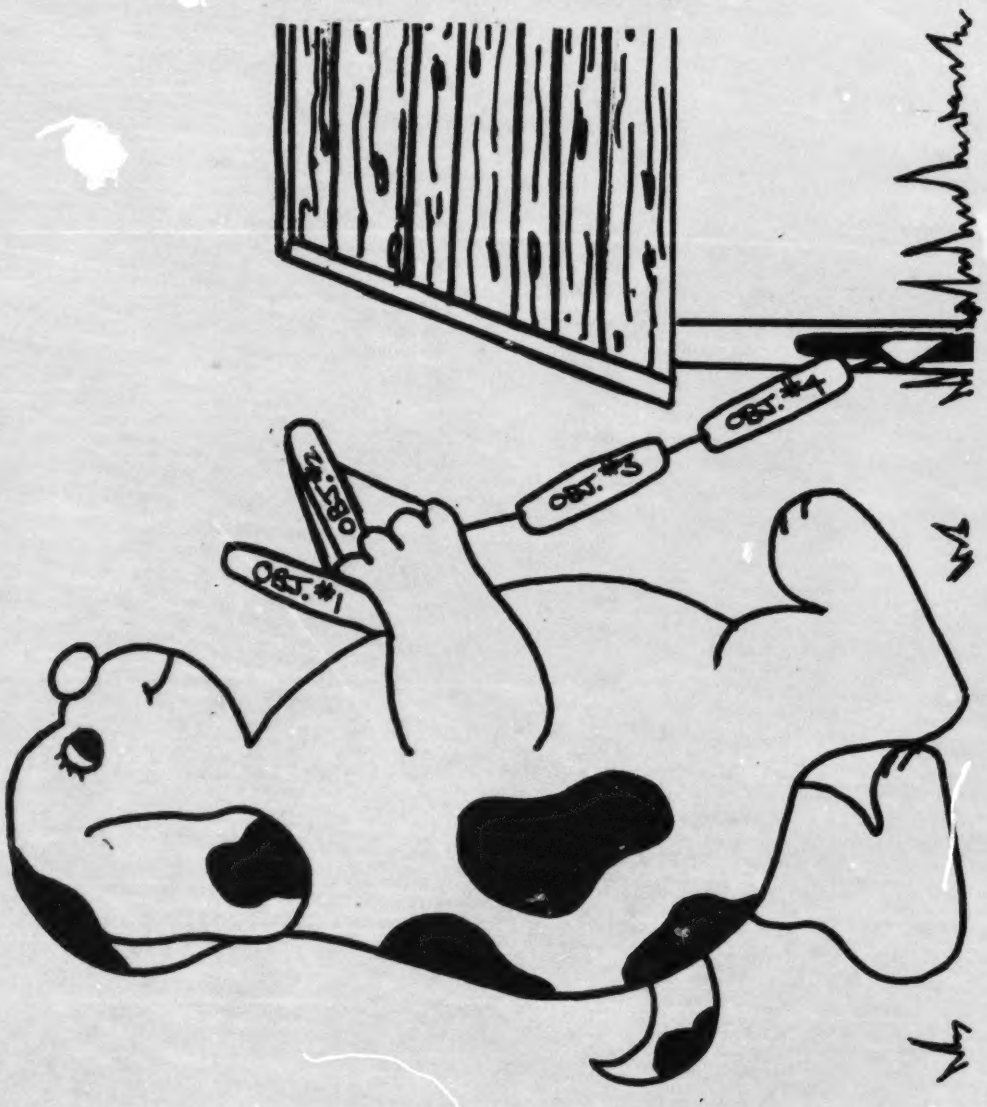
NOTE: The clown could be used for any unit topics or DECA announcements.

COST
CODE
PRICING
INVENTORY
MARK-
UP
TURNOVER
PROFIT
INVOICE

UNIT NAME: MERCHANDISING
UNIT NUMBER: II
SECTION LETTER: G
OBJECTIVE(S) NUMBER: Present Specific Objectives
NAME OF ACTIVITY: Bulletin Board - Be a Merchandising Hot Dog

Directions:

Place objectives on hot dogs and connect them with string. A shoe box may be taped behind the dog house and the hot dogs pulled out of the house as they are discussed.



UNIT NAME: MERCHANDISING
UNIT NUMBER: I
SECTION LETTER: G
OBJECTIVE(S) NUMBER: 1 — Match terms associated with merchandising to the correct definitions.
NAME OF ACTIVITY: Bingo

DIRECTIONS: Hand each student a sheet of paper with a blank bingo card printed on it. The terms of the unit should be printed at the bottom of the page. Each student can make his/her own card using the terms to fill the blanks. (Hopefully each student will have a different order on the card.) After the student has completed a personalized card, either the teacher or an assigned student could announce the definitions. These should be typed and put in a box to be drawn out by the caller. As a definition is called out, the student who has listed the term for that definition would cover that box with something (pennies, M & M's, squares of paper, etc). The student having a bingo would be the next caller or would receive some other kind of reward (example: extra points, etc).

UNIT NAME: MERCHANDISING
UNIT NUMBER: I
SECTION LETTER: G
OBJECTIVE(S) NUMBER: 3 -- List factors to consider before buying merchandise for resale.
NAME OF ACTIVITY: Case Study

Judy Misfit is a buyer for Ready or Knot Fashions. Before a recent buying trip, she found that her competing stores were carrying many new California brands and were being very successful with them. She wanted her shop to be well prepared for the upcoming Easter season so she asked her sales manager for records of the past spring. After finding that many spring fashions had to be marked down, she began to question what went wrong with the lines she had previously carried. In desperation, she wrote to several California firms for brochures and she made appointments to see their lines at the next market.

When she received the literature, she showed some of the brochures to the store manager and they discussed how prices were being forced up because of the recent increase in minimum wages. The store manager cautioned Judy to choose styles which would not be outdated quickly since their spring sales were always lower than summer sales. They were both pleased to find that one firm offered regular deliveries guaranteed to arrive starting 45 days from ordering date with the freight prepaid on orders over $1,000. Since the business was growing rapidly and more customers were buying separates, Judy decided to spend a great deal on skirts, blouses, pants, and jackets, and less than one half what had been spent on dresses the previous years.

1) Had Judy made adequate plans before her buying trip?

2) List the factors Judy considered before buying merchandise.

3) List any factors which she might have failed to consider.

UNIT NAME: MERCHANDISING
UNIT NUMBER: I
SECTION LETTER: G
OBJECTIVE(S) NUMBER: 4 -- Select From a List Terms Used to Analyze a Business's Performance
NAME OF ACTIVITY: Word Search

N	P	S	X	O	R	B	Q	G	T	U	L	D	V	S
O	G	E	B	U	L	I	M	O	V	A	E	M	N	Y
H	N	T	B	D	S	Z	O	Q	L	I	C	V	J	E
W	I	K	R	O	A	I	I	C	B	D	U	G	V	V
T	P	L	G	A	M	N	N	F	G	W	S	V	H	R
R	P	V	E	S	D	V	F	E	K	V	T	Q	T	U
T	O	V	S	A	L	E	S	R	E	C	O	R	D	S
I	H	W	F	H	G	N	J	K	B	F	M	P	E	X
B	S	N	J	Q	G	T	T	O	D	T	E	Y	D	R
M	N	D	T	V	A	O	K	C	U	P	R	U	S	J
V	O	W	Q	Y	X	R	H	L	M	R	S	B	D	C
S	S	Z	R	S	L	Y	W	G	U	M	N	B	O	C
H	I	A	K	S	E	R	A	E	J	V	K	A	L	T
M	R	L	A	S	E	E	A	Z	O	B	C	N	L	T
C	A	M	I	N	E	C	P	E	C	I	E	Q	U	S
T	P	I	R	E	M	O	E	N	T	S	A	V	C	F
E	M	G	A	S	E	R	I	R	S	W	R	H	I	B
E	O	L	O	D	E	D	B	T	G	C	O	I	B	A
M	C	D	F	P	U	S	F	Z	R	A	C	R	E	T
Z	X	Y	C	I	C	R	T	N	U	A	C	K	M	L

Sales Records
Comparison Shopping
Customers
Surveys
Talks
Trade Journals
Inventor Records

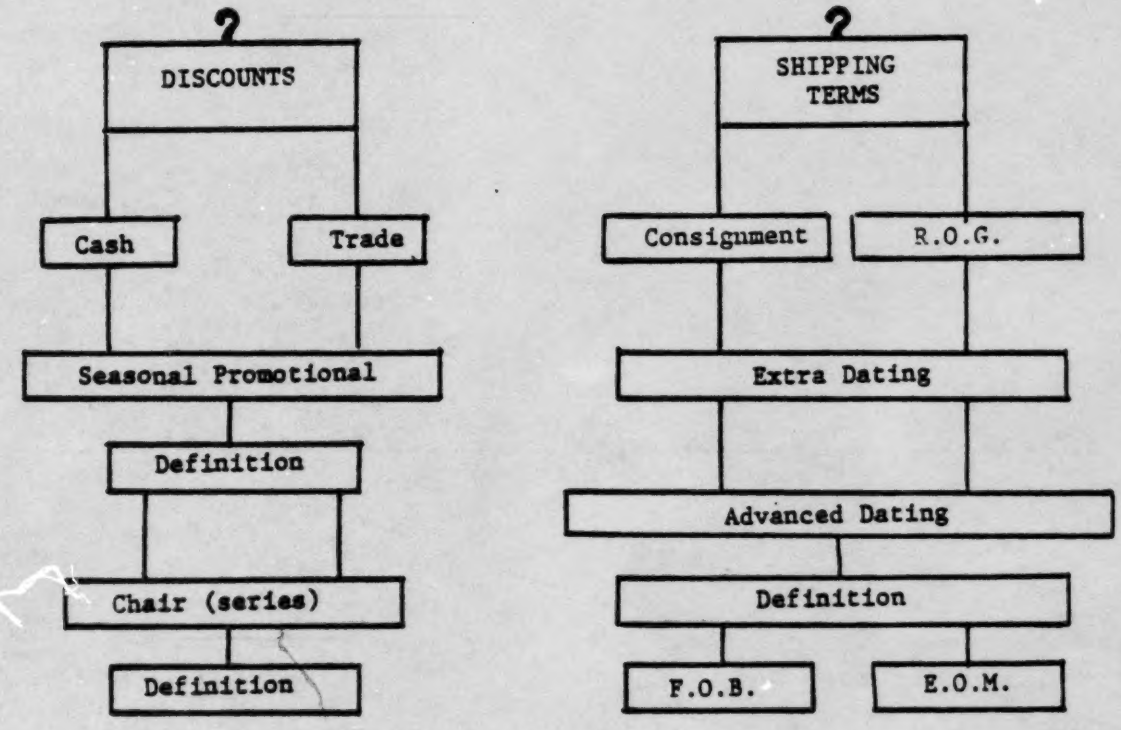
UNIT NAME: MERCHANDISING
UNIT NUMBER: I
SECTION LETTER: G
OBJECTIVE(S) NUMBER 12 -- Match discount and Shipping Terms to Descriptions of Each
NAME OF ACTIVITY: Mobile

Directions:

1) Make two mobiles using hangers, poster board and yarn. Punch hole in the bottom of each term card (see illustration).

2) Make cards with definitions. Place a paper clip or hook in the top of the definition card.

3) Have students (by the roll-call method or otherwise) match the terms on the mobile to the definition cards you give them, by attaching the definitions to the terms.



Cards:

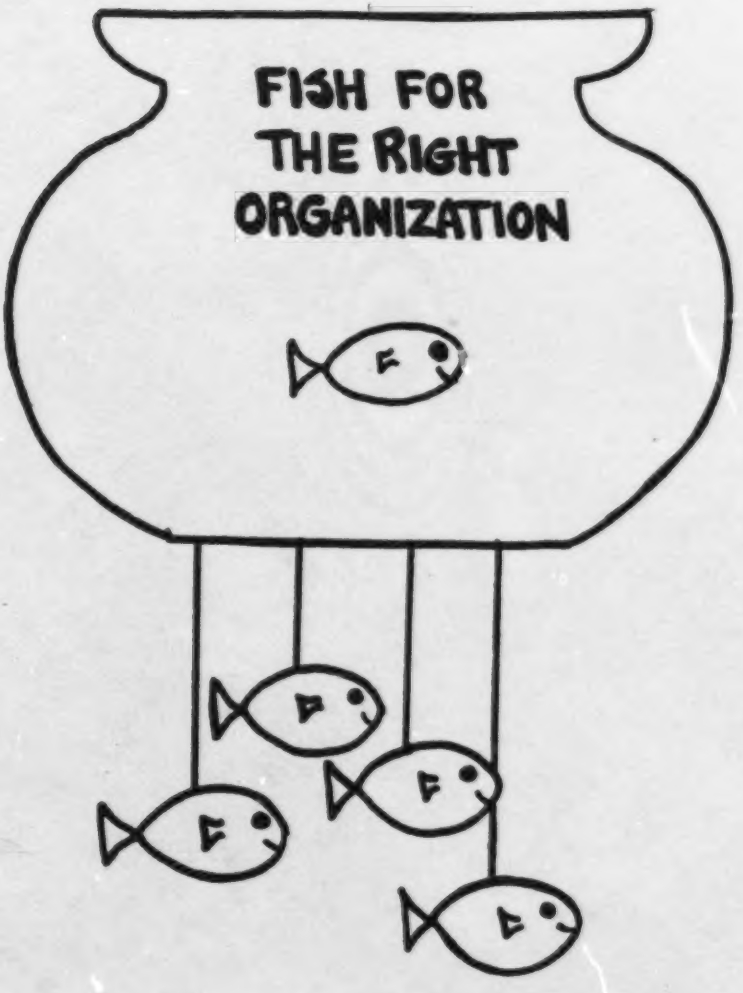
1. Deduction given if full payment is made early.
2. Special deduction from the list price stated in catalogs.
3. Special discount offered those who place orders well in advance of the normal buying period.
4. Allowance for advertising the merchandise.
5. Two or more discounts deducted from the list price.
6. Amount must be paid by the end of the month.
7. Discount period not beginning until the day the merchandise is received.
8. Additional days, shown by "X", given to the buyer before payment is due.
9. Payment of merchandise computed from a date after the merchandise is shipped.
10. Point in the transfer of merchandise where the person buying the merchandise begins paying the shipping cost.
11. Merchandise remains the property of the seller and is paid for after it has been sold.

UNIT NAME: STORE ORGANIZATION
UNIT NUMBER: I
SECTION LETTER: H
OBJECTIVE(S) NUMBER: Introduce Unit Objectives
NAME OF ACTIVITY: Bulletin Board

Directions:

Cut out the houses and wolf on the following page from poster board. Cover the straw house with yellow yarn. Make the wood house from popscicle sticks. Paste small pieces of gravel on the poster board to make the brick house. Label the houses with signs indicating various types of business organizations, i.e., sole proprietorship, partnership, and corporation.

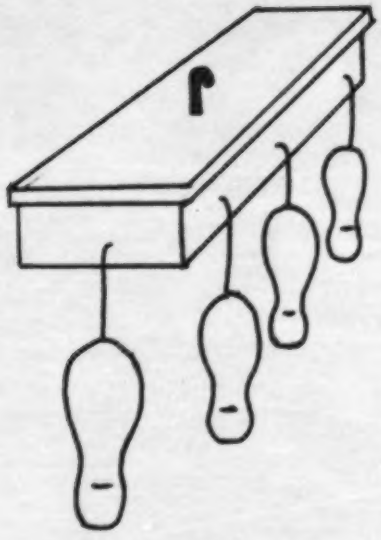
UNIT NAME: STORE ORGANIZATION
UNIT NUMBER: I
SECTION LETTER: H
OBJECTIVE(S) NUMBER: Present Objectives/Key Concepts
NAME OF ACTIVITY: Mobile -- Fish For The Right Organization



UNIT NAME: STORE ORGANIZATION
UNIT NUMBER: I
SECTION LETTER: H
OBJECTIVE NUMBER: Introduce Specific Objectives
NAME OF ACTIVITY: Mobile -- Step Into the Right Organization

Directions:

Take a shoe box. Punch small holes into the sides and bottom to attach the shoe soles. The soles may be attached with tape on the inside of the box.



UNIT NAME: STORE ORGANIZATION
UNIT NUMBER: I
SECTION LETTER: H
OBJECTIVE(S) NUMBER: 1 -- Match terms of store organization to correct definitions.
NAME OF ACTIVITY: Roll Call

This questioning technique may be done any of the three following ways:

A) Call a student's name followed by a term. The student should reply with the correct definition.

B) Call a student's name followed by a definition. The student should reply with the correct term.

C) Call student's name and term. He should reply with an example of a local business.

EXAMPLES:

A. "Cliff — Retailer." He should reply _____

B. "Jim — Usefulness added to products by changing their form or by getting them to the customers at the most convenient time." (utility)

C. "Shelby -- Give me an example of a rack-jobber in the IGA store." (Leggs)

UNIT NAME: STORE ORGANIZATION
UNIT NUMBER: I
SECTION LETTER: H
OBJECTIVE(S) NUMBER: 2 -- Select from a list true statements about types of business organizations.
NAME OF ACTIVITY: Password

DIRECTIONS:

Make a set of cards with the various types of organizations written on them. Divide the class into two teams. Two persons from each team should be seated at a table. The person electing to give clues is given a card with the type of organization printed on it. She/he is to give only one word clues. After the first team gives the first clue, the second team is given the same chance. If either team gets the right answer on their first clue, they receive 10 points. Eight points are given for the second time, six points are given for the third time, etc. An answer must be given in five seconds after each clue is given.

UNIT NAME: STORE ORGANIZATION
UNIT NUMBER: I
SECTION LETTER: H
OBJECTIVE(S) NUMBER: 2 — Select from a list true statements about types of business organizations

NAME OF ACTIVITY: Bulletin Board/Transparency Master

TYPES of BUSINESS ORGANIZATIONS
MERCHANT WHOLESALER
INDIVIDUAL PROPRIETORSHIP
CORPORATION
PARTNERSHIP
COOPERATIVE
CHAIN STORE
AGENT
BRANCH STORE
CONGLOMERATE
FRANCHISE
LEASED DEALERSHIP
SIDELINE STORE

132

UNIT NAME: ECONOMICS OF FREE ENTERPRISE
UNIT NUMBER: I
SECTION LETTER: I
OBJECTIVE(S) NUMBER: All Objectives
NAME OF ACTIVITY: Apple Pie Review Board - Bulletin Board

Directions:

A) Each piece of apple pie is cut from brown posterboard. The borders should not be smooth.

B) Under each section, place review questions on that topic. You may choose your own topics.

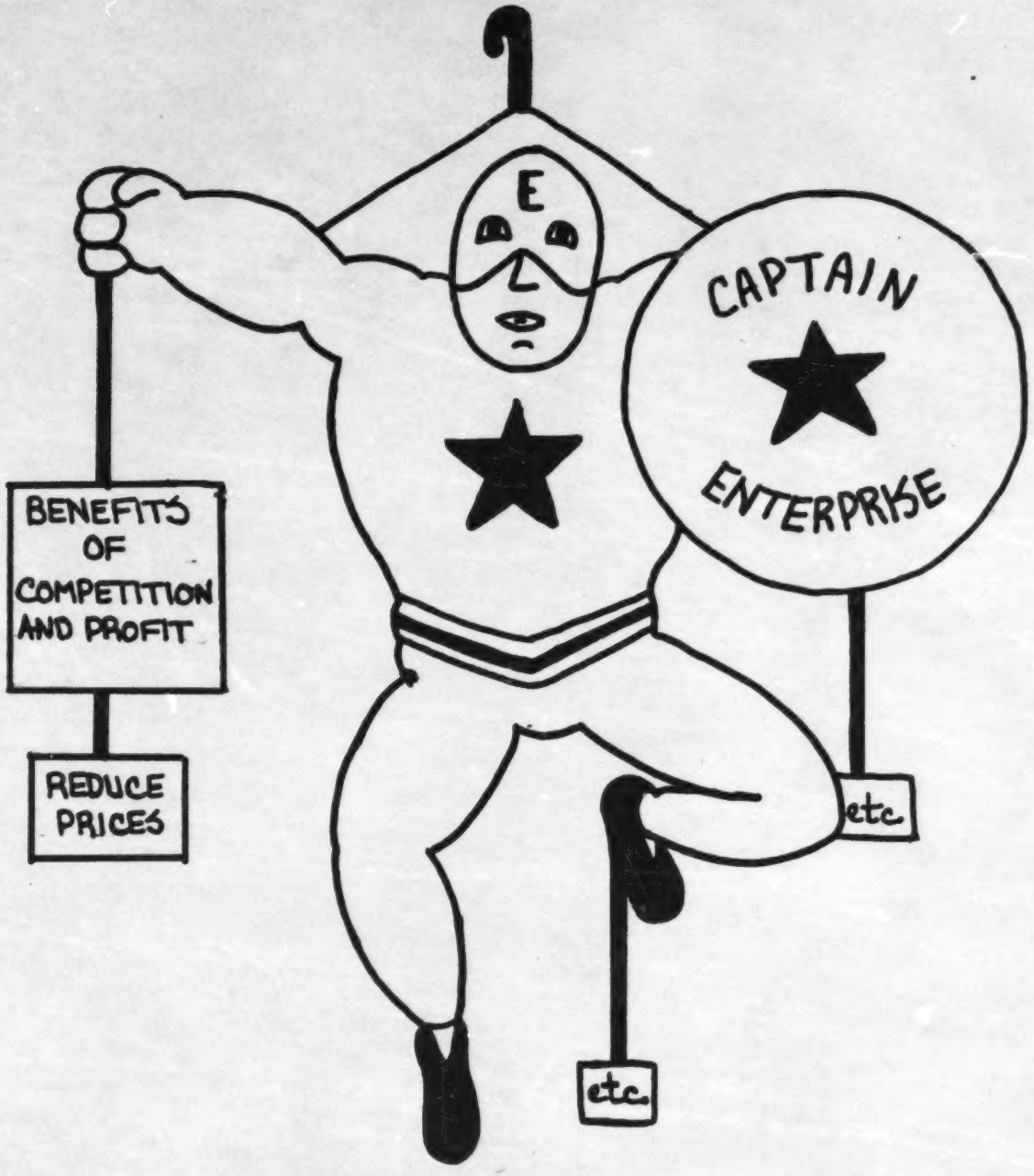
C) Role dice or spin a spinner to determine from which topic a student must answer a question.

D) Can double as a bulletinboard and review game.

FREE ENTERPRISE IS AS AMERICAN

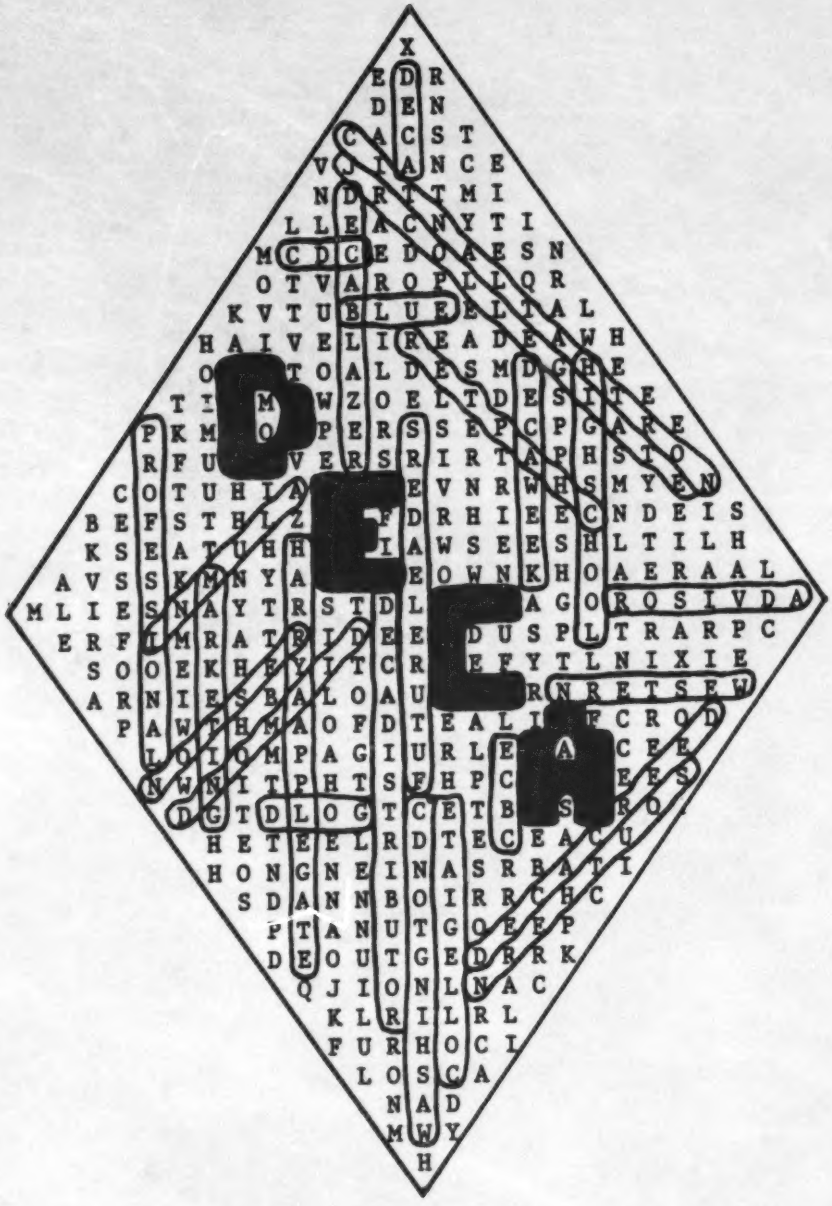
AS APPLE PIE

UNIT NAME: ECONOMICS OF FREE ENTERPRISE
UNIT NUMBER: I
SECTION LETTER: I
OBJECTIVE(S) NUMBER: 9 -- List the Benefits of Competition and Profit.
NAME OF ACTIVITY: "Captain Economics" Mobile



ANSWERS TO PUZZLES

UNIT NAME: DECA
UNIT NUMBER: II
SECTION LETTER: A
OBJECTIVE(S) NUMBER: 3, 4, 5, 13, 14
NAME OF ACTIVITY: DECA Word Find - Answer Sheet



UNIT NAME: HANDLING MONEY
UNIT NUMBER: II
SECTION LETTER: I
OBJECTIVE(S) NUMBER: 1
NAME OF ACTIVITY: Answers to word scramble.

1. Post-dating	B.
2. Endorsement	D.
3. Two-party check	A.
4. Money-order	C.
5. Multiple pricing	G.
6. Denominations	F.
7. Travelers check	E.

UNIT NAME: SHOPLIFTING PREVENTION
UNIT NUMBER: IV
SECTION LETTER: B
OBJECTIVE(S) NUMBER: 1 -- Match terms and definitions related to shoplifting prevention

NAME OF ACTIVITY: Calculator Puzzle

CALCULATE YOUR PROFITS BY MINIMIZING YOUR LOSSES
ANSWER SHEET

1. REPERCUSSION
2. SHOPLIFTING
3. INTERNAL THEFT
4. KLEPTOMANIAC
5. FELONY
6. MISDEMEANOR
7. REMORSE
8. SHOPLIFTING PREVENTION DETECTOR
9. PERMISSIVE
10. PETIT LARCENY
11. RESENTMENT
12. INTERN THEFT
13. SURVEILANCE
14. IMPULSE
15. LARCENY

UNIT NAME: HUMAN RELATIONS
UNIT NUMBER: I
SECTION LETTER: C
OBJECTIVE(S) NUMBER: 1 -- Match terms associated with human relations.
NAME OF ACTIVITY: Winder Puzzle

WINDER PUZZLE

ANSWER SHEET

P	E	R	S	O	N	A	L	I	T	Y
										H
U	D	E	S	U	C	C	E	S		U
T								S		M
I		T	C	E	P	S	E	R		A
T										N
T	A	S	N	O	I	T	A	L	E	R

UNIT NAME: COMMUNICATIONS
UNIT NUMBER: V
SECTION LETTER: B
OBJECTIVE NUMBER 7 -- Select from a list, ways to carry on a causal conversation.

NAME OF ACTIVITY: Word Jumble

CARRYING ON CASUAL CONVERSATION
ANSWER SHEET

Unscramble the following statements to discover the tecnhiques of carrying on good casual conversation.

1. TTSONIEQU KSA CREVCISD OT S'ONRESP HTORE TNIEERTSS.
   Ask questions to discover other person's interests.
2. SCITILOP NAD NOIGILER SA CHUS STCEJBUS LAISRE VORTNOC DIOVA.
   Avoid controversial subjects such as religion and politics.
3. RPAIGEETN AODVI ANYNNOIG ADN WRSOD PRSSHAE.
   Avoid repeating annoying words and phrases.
4. OD TNO EZILMONOPO ETH NCONOITSAREV.
   Do not monopolize the conversation.
5. RENETISL EB A OODG KNITH LLWI ELPOEP DNA REA UOY A TGERA REVNOC TASIONTSILA.
   Be a good listener and people will think you are a good conversationalist.
6. TNO OD LALC NA RDOEL NSEORP YB SHI/RHE TRFSI EAMN SENSLU NVGIE NISMEPRISO.
   Do not call an older person by his/her first name unless given permission.
7. LOWFOL GLESIN RDWO SWERSAN THWI HET CONPER'S MENA NAD A PLESIM TNEMSTATE OT KEMA HET PLYRE NDSOU LYDNEFRI.
   Follow single word answers with the person's name and a simple statement to make the reply sound friendly.
8. YAS YLDNEIRF SESARHP HCUS SA ODOG INGNROM YLLACITAMOTUA.
   Say friendly phrases such as good morning automatically.
9. AODIV UIGSN YUOR HNADS OTO MCUH WIEHL TLIGAKN.
   Avoid using your hands too much while talking.

UNIT NAME: COMMUNICATIONS
UNIT NUMBER: V
SECTION LETTER: B
OBJECTIVE NUMBER: 9 -- Discuss factories necessary for communicating product information.
NAME OF ACTIVITY: Crypt-O-Gram

CRYPT-O-GRAM
ANSWER SHEET

Each letter below each blank represents another letter such as:

L	O	N	G	F	E	L	L	O	W
C	A	F	N	W	X	C	C	A	J

(This example doesn't use the same guide as the one below).

C
L
A
R
I
F
Y
I
N
G

g equals f
s equals y
o equals g
p equals i
c equals b

Figure out the rest of letters yourself

I	V	E		T	H	E		R	E	A	S	O	N		F	O	R		T	H	E		P	O	L	I	C	Y
w	p	a		d	r	a		t	a	f	y	q	x		g	q	i		d	r	a		i	q	n	w	b	e

*

T	A	T	E		T	H	E		P	O	L	I	C	Y		C	L	E	A	R	L	Y
d	f	d	a		d	r	a		i	q	n	w	b	e		b	n	a	f	i	n	e

T

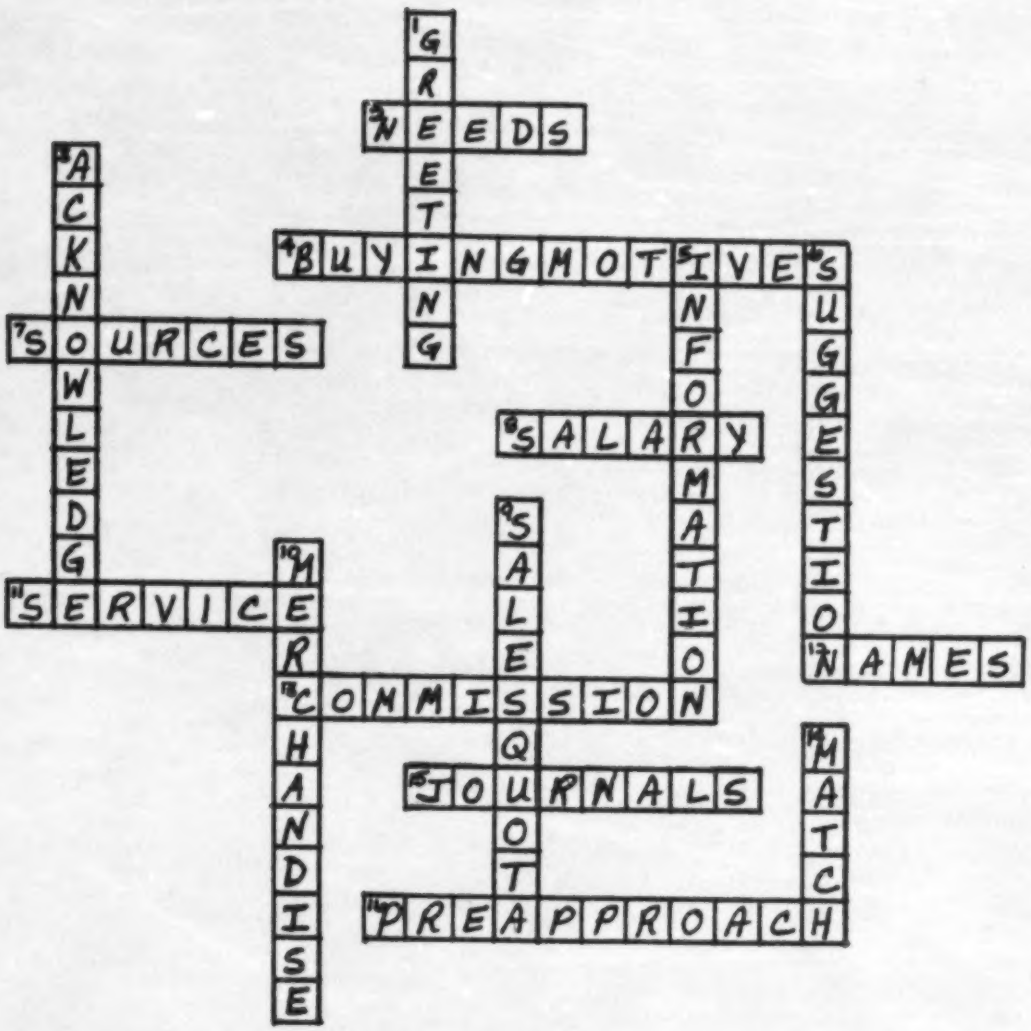
O	F	F	E	R		A	N		A	L	T	E	R	N	A	T	I	V	E		S	O	L	U	T	I	O	N
g	g	a	t		f	x		f	n	d	a	t	x	f	d	w	p	a		y	q	n	j	d	w	q	x

R
E
*

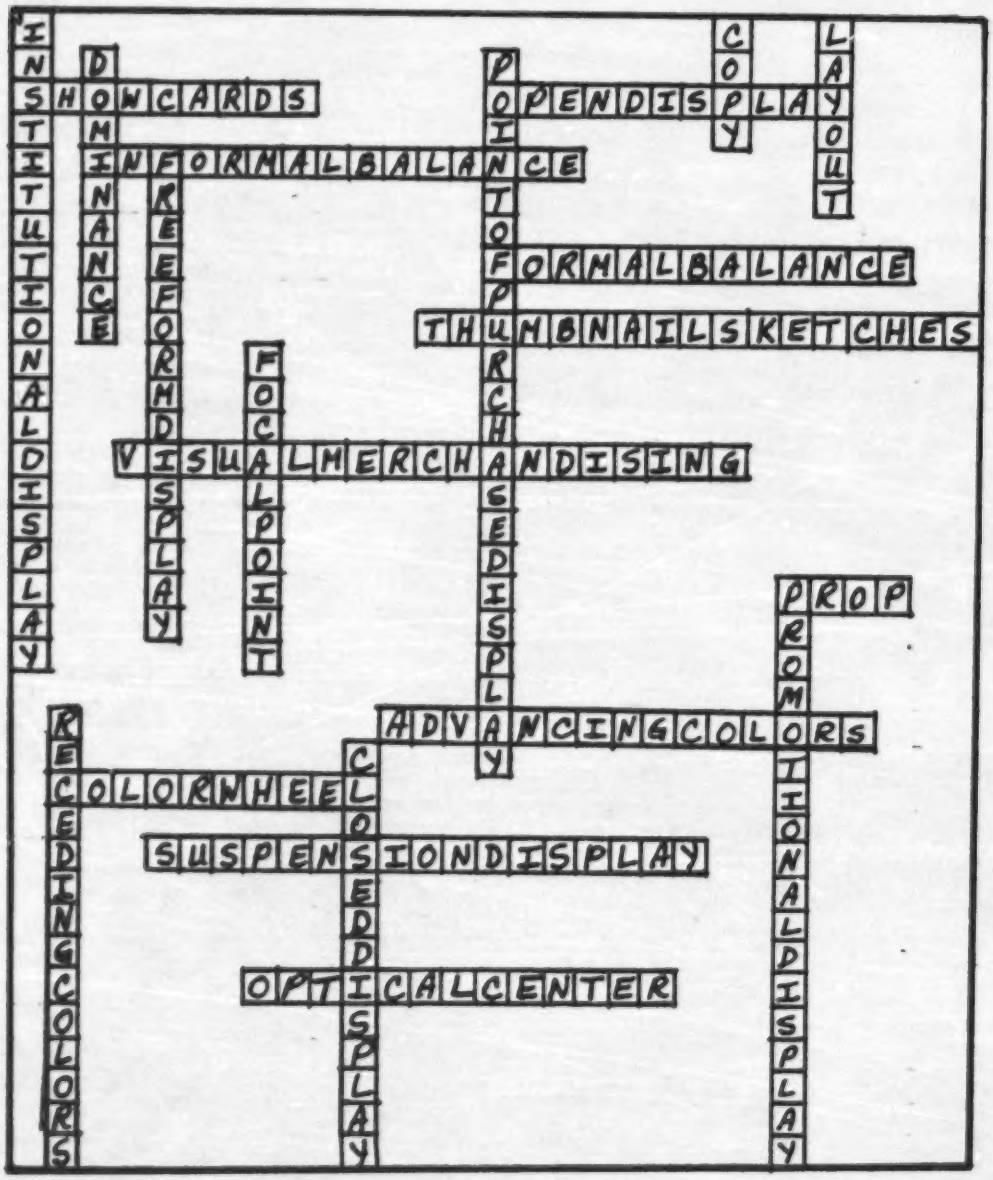
P	O	L	I	T	E	N	E	S	S
q	n	w	d	a	x	a	y	y	

O
L
I
C
I
E
S

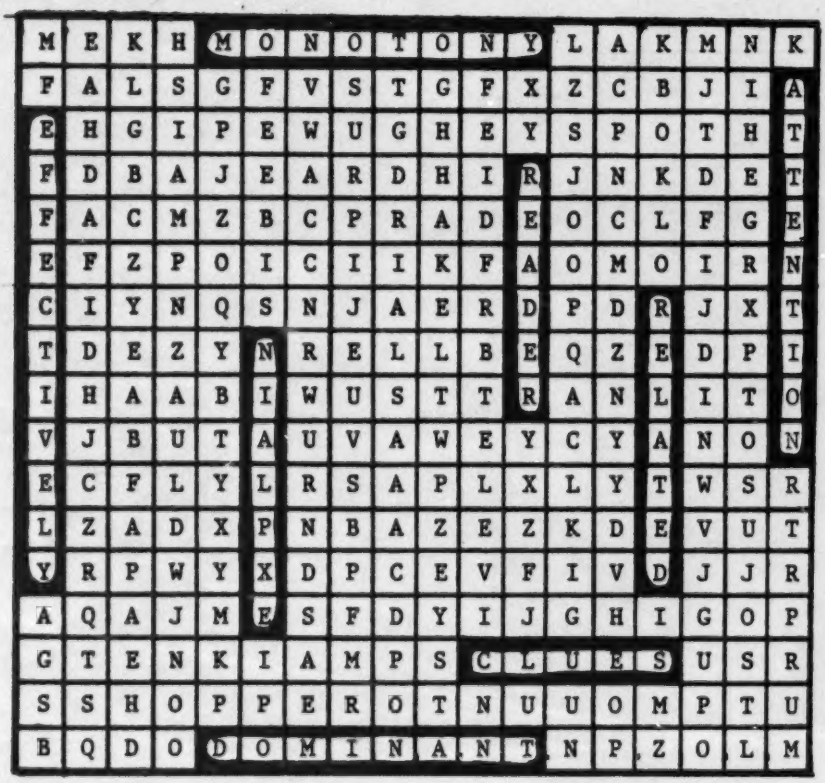
UNIT NAME: PRE-APPROACH, APPROACH, AND DETERMINING NEEDS
UNIT NUMBER: I
SECTION LETTER: D
OBJECTIVE(S) NUMBER: 1, 3, 4, 7, 9
NAME OF ACTIVITY: Crossword Puzzle Answer Sheet


1 G R
2 N E E D S
E E T
3 A C K N
4 B U Y I N G M O T 5 I V E 6 S
I N N U
7 S O U R C E S F G
W O G
S A L A R Y E
L M S T
E A A I
D L T I O
G E I O
8 S A L E S 9 M 12 N A M E S
11 S E R V I C E E R
13 C O M M I S S I O N
H Q
A 15 J O U R N A L S M
N O A T
D T C
I 14 P R E A P P R O A C H
S
E

UNIT NAME: DISPLAY
UNIT NUMBER: I
SECTION LETTER: E
OBJECTIVE(S) NUMBER: Review of All Specific Objectives
NAME OF ACTIVITY: Display Crossword Puzzle Answer Sheet



UNIT NAME: ADVERTISING LAYOUT
UNIT NUMBER: II
SECTION LETTER: F
OBJECTIVE(S) NUMBER: 4 - 6
NAME OF ACTIVITY: Word Hunt Answer Sheet

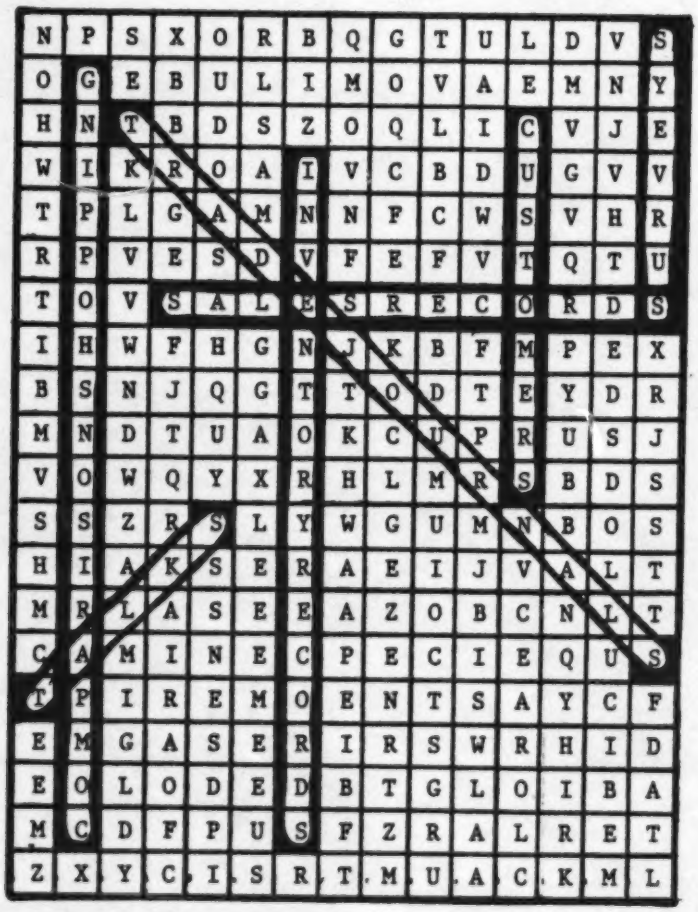

M E K H M O N O T O N Y L A K M N K
F A L S G F V S T G F X Z C B J I A
E H G I P E W U G H E Y S P O T H T
F D B A J E A R D H I R J N K D E T
F A C M Z B C P R A D E O C L F G E
E F Z P O I C I I K F A O M O I R N
C I Y N Q S N J A E R D P D R J X T
T D E Z Y N R E L L B E Q Z E D P I
I H A A B I W U S T T R A N L I T O
V J B U T A U V A W E Y C Y A N O N
E C F L Y L R S A P L X L Y T W S R
L Z A D X P N B A Z E Z K D E V U T
Y R P W Y X D P C E V F I V D J J R
A Q A J M E S F D Y I J G H I G O P
G T E N K I A M P S C L U E S U S R
S S H O P P E R O T N U U O M P T U
B Q D O D O M I N A N T N P Z O L M

Answers:

1.0 Breaks monotony.
2.0 Explains the headline further.
3.0 Gives clues to the main points in each block of copy.
4.0 Helps the reader choose those parts of the ad in which he/she is most interested.

5.0 Present merchandise effectively.
6.0 Guide the reader's attention to the advertising message.
7.0 Should have all related items priced.
8.0 May be the dominant attention-getter for the ad.

UNIT NAME: MERCHANDISING
UNIT NUMBER: I
SECTION LETTER: G
OBJECTIVE(S) NUMBER: 4 -- Select From a List Terms Used to Analyze a Business's Performance
NAME OF ACTIVITY: Word Search Answer Sheet


N P S X O R B Q G T U L D V S
O G E B U L I M O V A E M N Y
H N T B D S Z O Q L I C V J E
W I K R O A I V C B D U G V V
T P L G A M N N F C W S V H R
R P V E S D V F E F V T Q T U
T O V S A L E S R E C O R D S
I H W F H G N J K B F M P E X
B S N J Q G T T O D T E Y D R
M N D T U A O K C U P R U S J
V O W Q Y X R H L M R S B D S
S S Z R S L Y W G U M N B O S
H I A K S E R A E I J V A L T
M R L A S E E A Z O B C N L T
C A M I N E C P E C I E Q U S
T P I R E M O E N T S A Y C F
E M G A S E R I R S W R H I D
E O L O D E D B T G L O I B A
M C D F P U S F Z R A L R E T
Z X Y C I S R T M U A C K M L

Sales Records
Talks
Customers
Surveys
Comparison Shopping
Trade Journals
Inventory Records